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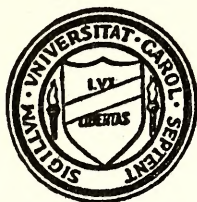
Publication No. 183

REPORT
of
The GOVERNOR'S COMMISSION
for
THE STUDY OF PROBLEMS IN THE
EDUCATION OF NEGROES
in
NORTH CAROLINA



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RALEIGH, NORTH CAROLINA

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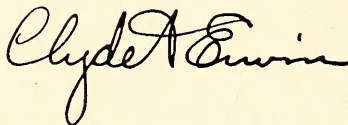
LETTER OF TRANSMITTAL

STATE OF NORTH CAROLINA
DEPARTMENT OF PUBLIC INSTRUCTION
RALEIGH

To His Excellency, J. C. B. EHRLINGHAUS,
Governor of North Carolina.

SIR: I have the honor to transmit herewith the report of the Commission appointed by your Excellency to make a study of the problems in the education of Negroes of North Carolina. I think you will find the results of this study very helpful in any program of education which you wish to suggest for the Negro schools of the State. I heartily concur in the recommendations included therein.


Respectfully,



State Superintendent Public Instruction.

January 30, 1935.

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INTRODUCTION

When the Governor of a Commonwealth like North Carolina forms a Commission of more than one hundred people to study problems involved in the education of Negroes in such a State, it is evident that the Governor is vitally interested in the welfare of all people in his State, and that he believes the people of his State will co-operate with him in an undertaking which in some quarters may be regarded as a controversial one.

There can be no question of the need or desirability for such a factual study in North Carolina.

It is remarkable, too, that all the persons, half of whom were from each race, invited by the Governor to make the study accepted the invitation with only one exception, and he declined because of conditions beyond his control.

In his message to the General Assembly, January 10, 1935, Governor Ehringhaus made the following statement:

"I have myself also caused to be made a study of conditions peculiarly applicable to the Negro schools in North Carolina, and the results of this study will be available for your consideration. We should be careful to see that justice is done our Negro citizenship."

Two members of the staff of the State Department of Education, Mr. G. H. Ferguson and Mr. H. L. Trigg, have prepared a statement for publication in another bulletin, which gives so admirably the history, the aims and purposes of the work of the Governor's Commission I am offering this as a part of the introduction to this volume with my hearty approval and endorsement. This statement is as follows:

"The report of the Governor's Commission on the Study of Problems in the Education of Negroes in North Carolina is really the culmination of the desire and effort on the part of the leaders in education in North Carolina to have a factual basis for interpreting the major problems in the education of Negroes in the State, and the formulation of an intelligent and economical program for future development.

While the actual steps in the promotion of this study are given here it is recognized that the great crisis through which the country has recently passed produced a critical attitude in all phases of human endeavor. It threatened the very foundation of our school system, stimulated the questioning of all that was accepted, and forced efforts at readjustment.

Changes in school legislation produced problems for every Negro teacher. The North Carolina Negro Teachers' Association, meeting at Goldsboro, November 23, 1927, heard two addresses which dealt with these vital problems, one by President S. G. Atkins and the other by Mr. N. C. Newbold of the State Department of Public Instruction, and as a result authorized the appointment of a committee of twenty-five from the membership of the Association to study problems involved in: (a) Teachers' salaries; (b) Length of school term; (c) Buildings and equipment. The report of this committee was necessarily limited in scope and findings because of the lack of availability of data. The report was presented to the Association in March, 1929.

By this time another Legislature was making additional changes in the school law.

In the fall of 1929 a whole-time executive secretary was installed in office by a commission appointed at the March meeting of the Association. A subcommittee of this commission was selected as a steering committee to assist the new secretary in setting up his office.

It was this steering committee, together with a representative of the State Department of Public Instruction, who went to the Governor, April 6, 1933, and requested the appointment of a commission "to study the State's program for Negro education" and to present its "findings and recommendations" to the Governor on November 15, 1934. The Governor of North Carolina gave ready assent to this request and directed the steering committee to draw up a statement of problems in Negro education and present them to him in the fall of 1933.

The Executive Committee of the Teachers' Association met, September 23, 1933, drew up a list of these problems and appointed a committee to prepare a statement to be presented to the Governor.

On March 9, 1934, the Steering Committee of the Association, together with a representative of the State Department of Public Instruction, presented to the Governor a detailed statement of the following problems:

1. Consolidation and transportation of small schools.
2. Standard high school facilities.
3. Raising the average scholarship level of teachers.
4. Minimum eight months terms for every school.
5. Adequate buildings and equipment.
6. Providing preparation for a more differentiated occupational life.
7. Professional offerings for Negro youth in institutions within the State up to the limit which the State provides.
8. Teachers salaries.

The following significant statement is taken from this report:

"We realize that these problems cannot be solved by waving a magic wand. We believe, however, that scientific study will furnish the facts as a basis on which intelligent plans can be formulated for their adequate solution in a reasonable length of time by the establishment of the logical succession of objectives and approximate time for their attainment."

On June 22, 1934, Governor Ehringhaus appointed a committee of fourteen members, five from the North Carolina Negro Teachers' Association, three from the State Department of Public Instruction, two from the North Carolina Commission on Interracial Co-operation, two from the North Carolina Conference for Social Service, and two from the North Carolina Education Association (white), to meet in his office, June 30, 1934, for the purpose of appointing a Commission for the Study of Problems in Negro Education in North Carolina.

This Committee of Fourteen met at the call of the Governor on June 30 and nominated the members of the Commission of Fifty (later increased to 54), and a Committee of Fifty Consultants. These were duly appointed. The Commission of Fifty was responsible for gathering data on the eight problems.

The Commission met for purposes of organization on July 9, 1934. It was divided into eight committees—one for each problem. Negro members comprised half of the committee and Commission. At this meeting the Governor used thirty or forty minutes to outline the purposes of the study and asked that the Commission get "the facts and not propaganda," after which he desired the "best judgment of the leaders of both races" on a program for the future.

On November 7, 1934, the Commission made its preliminary report to the Governor, who was present in person to advise with the Commission. The Committee of Consultants, fifty in number, composed of outstanding leaders in business, agricultural and professional life of the State, was present at this meeting and participated with the same freedom as the Commission.

The findings and recommendations in this preliminary report were later compiled, edited and sent out to all members of the Commission and the Committee Consultants.

On November 26, 1934, the final report was completed and adopted by the Commission and Committee meeting as a whole. The Governor was present to receive the report. In a letter to the chairman of the Commission he expressed his appreciation for the "diligent and painstaking work which is behind it," and assured his "careful thought and study . . . and sympathetic consideration." This report is being published at the request of the Governor as a bulletin from the Department of Public Instruction and will be available for members of the General Assembly and other interested friends.

The report itself is certainly a distinct contribution to Negro education. It is an adequate and accurate picture of progress in education for Negroes in North Carolina to the present, and contains recommendations based on the facts presented, a thorough knowledge of the principles and practices of modern education and the breadth of vision of the 104 persons who compiled it."

Such a proposal as that outlined above has added importance and significance when it is known that Governor Ehringhaus accepted eight problems for study in the exact *language* and *form* in which they were presented by the committee from the north Carolina Negro Teachers' Association. These eight *problems* are designated as chapter headings in the report which follows.

H. C. Newbald.

Chairman of the Commission.

January 30, 1935.

REPORT OF EDITORIAL COMMITTEE

An Editorial Committee was authorized by the Commission to examine the reports of the various committees and prepare a uniform summary of the general conclusions and recommendations which each committee made. The personnel of the Editorial Committee was as follows:

James E. Hillman, Chairman.

P. S. Daniel.

Nelson H. Harris.

The Editorial Committee prepared a summary for the report of each committee. This summary was divided into two parts:

Some Findings and Observations.

Recommendations.

An entire meeting of the Commission was devoted to the Findings and Recommendations of the Editorial Committee. Some changes, of course, were made; but what is included under (1) Some Findings and Observations and (2) Recommendations in connection with each report, or as found in each chapter of this bulletin, has the direct and deliberate approval of the Commission, acting as a body.

The Editorial Committee had the further responsibility of selecting, organizing, and putting into final form the general material which appears in this study. The respective committees, however, are held responsible for any errors in data, since only data which they prepared have been included.

PERSONNEL OF THE COMMISSION

A. SUB-COMMITTEES FOR STUDY OF THE PROBLEMS

SUBJECT FOR STUDY—

I. Consolidation and Transportation for Small Schools.

Committee—Mr. S. G. Hawfield, Chairman, Supt. Cabarrus County Schools, Concord; Mrs. Phyllis S. O'Kelly, Secretary, Jeanes Supervisor Anson Co., Wadesboro; Mr. Ray Funderburk, Supt. New Hanover County Schools, Wilmington; Mr. H. B. Marrow, Supt. Johnston County Schools, Smithfield; Mr. W. B. Wicker, Principal Lee County Training School, Sanford; Mr. L. R. Best, Principal Carteret County Training School, Beaufort.

SUBJECT FOR STUDY—

II. Standard High School Facilities.

Committee—Dr. J. H. Highsmith, Chairman, Director Division of Instructional Service, State Department Education, Raleigh; Mr. H. L. Trigg, Secretary, Inspector Negro High Schools, State Department Education, Raleigh; Mr. A. Elder, Dean, North Carolina College for Negroes, Durham; Mr. Horace Sisk, Supt. Fayetteville City Schools, Fayetteville; Mr. F. J. Rogers, Principal Williston Industrial School, Wilmington; Mr. J. C. Lockhart, Supt. Wake County Schools, Raleigh.

SUBJECT FOR STUDY—

III. Raising the Average Scholarship Level of Teachers.

Committee—Dr. L. R. Meadows, Chairman, President East Carolina Teachers' College, Greenville; Miss Alice G. Taylor, Secretary, Teacher of Education, Bennett College, Greensboro; Mr. F. D. White, Dean, Livingstone College, Salisbury; Mr. G. H. Ferguson, Assistant Director Division Negro Education, State Department Education, Raleigh; Mr. S. D. Williams, Dean, Elizabeth City State Normal School, Elizabeth City; Mr. B. A. Bianchi, Instructor Teachers' College, Winston-Salem; Mr. P. S. Daniel, Supt. City Schools, Raleigh.

SUBJECT FOR STUDY—

IV. Eight Months Term for Every School.

Committee—Mrs. T. E. Johnston, Chairman; Supervisor Practice Teaching, Catawba College, Salisbury; Mrs. P. L. Byrd, Secretary, Supervisor Negro Elementary Schools, State Department Education, Raleigh; Mrs. W. T. Bost, Commissioner, Board of Charities and Public Welfare, Raleigh; Mr. N. C. Newbold, Director Division Negro Education, State Department Education, Raleigh; Mr. J. B. MacRae, Director of Practice School, State Normal, Fayetteville; Mr. O. R. Pope, Principal Colored High School, Rocky Mount.

SUBJECT FOR STUDY—

V. *Adequate Buildings and Equipment.*

Committee—Mr. W. F. Credle, Chairman, Director Division of Schoolhouse Planning, State Department Education, Raleigh; Mr. L. E. Boyd, Secretary, Principal Douglas High School, Leaksville; Mr. H. P. Harding, Supt. Charlotte City School System, Charlotte; Dr. A. M. Proctor, Professor of Education, Duke University, Durham; Mr. G. E. Cheek, Principal Warren County Training School, Wise.

SUBJECT FOR STUDY—

VI. *Provision for Preparation in a Much More Differentiated Occupational Life.*

Committee—Mr. T. E. Browne, Chairman, Director Division of Vocational Education, State Department Education, Raleigh; Miss Louise Latham, Secretary, Dean of Girls, Washington High School, Raleigh; Mr. Guy B. Phillips, Supt. Greensboro City School System, Greensboro; Dr. A. M. Jordan, Professor of Educational Psychology, University of North Carolina, Chapel Hill; Mr. J. H. Bias, President State Normal School, Elizabeth City; Mr. R. S. Proctor, Supt. Craven County Schools, New Bern; Mr. John W. Mitchell, District Agent, Agricultural and Technical College, Greensboro.

SUBJECT FOR STUDY—

VII. *Professional Offerings for Negro Youth in Institutions Within the State Up to the Limit Which the State Provides.*

Committee—Dr. N. W. Walker, Chairman, Professor of Secondary Education, University of North Carolina, Chapel Hill; Mr. F. L. Atkins, Secretary, President Teachers' College, Winston-Salem; Dr. H. W. Odum, Professor of Sociology, University of North Carolina, Chapel Hill; Mr. J. W. Seabrook, President State Normal School, Fayetteville; Dr. James E. Hillman, Director of Division of Curriculum Construction, State Department Education, Raleigh; Dr. Wm. Stuart Nelson, President Shaw University, Raleigh; Dr. Charlotte Hawkins Brown, President Palmer Memorial Institute, Sedalia; Dr. Howard E. Jensen, Professor of Sociology, Duke University, Durham; Mr. Pritchett A. Klugh, Dean of Bennett College for Women, Greensboro; Mr. James T. Taylor, Dean of Men, North Carolina College for Negroes, Durham; Mr. W. T. Gibbs, Professor of History, Agricultural and Technical College, Greensboro.

SUBJECT FOR STUDY—

VIII. *Salaries of Teachers.*

Committee—Dr. John H. Cook, Chairman, Dean of School of Education, Woman's College of the University of North Carolina, Greensboro; Mr. Nelson H. Harris, Secretary, Professor of Education, Shaw University, Raleigh; Dr. C. H. Hamilton, Rural Sociologist, State College, Raleigh; Dr. R. W. McDonald, Winston-Salem; Mr. J. S. Cozart, Dean Barber-Scotia College, Concord; Mr. T. E. McKinney, Dean Johnson C. Smith University, Charlotte.

B. ADVISORY COMMITTEE

1. EX OFFICIO MEMBERS

Governor J. C. B. Ehringhaus

Superintendent Clyde A. Erwin

2. ACTIVE MEMBERS

| <i>Name</i> | <i>Address</i> | <i>Name</i> | <i>Address</i> |
|----------------------------|----------------|---------------------------|----------------|
| Aggrey, Mrs. Rose D..... | Salisbury | Kitchin, Mr. Leland..... | Scotland Neck |
| Avant, Dr. Frank W..... | Wilmington | Lowe, Mrs. D. L..... | Greensboro |
| Bickett, Mrs. T. W..... | Raleigh | Martin, Mr. LeRoy..... | Raleigh |
| Bluford, Pres. F. D..... | Greensboro | McCrorey, Dr. H. L..... | Charlotte |
| Bost, Mrs. W. T..... | Raleigh | McKimmon, Dr. Jane S..... | Raleigh |
| Boyd, Supt. L. L..... | Hoffman | Miller, Dr. Julian..... | Charlotte |
| Boyer, Prof. C. H..... | Raleigh | Pearson, Prof. W. G..... | Durham |
| Brown, Dr. Roy..... | Raleigh | Poe, Dr. Clarence..... | Raleigh |
| Daniels, Mr. Jonathan..... | Raleigh | Poteat, Dr. W. L..... | Wake Forest |
| Davis, Dr. G. E..... | Raleigh | Shepard, Dr. J. E..... | Durham |
| Few, Dr. W. P..... | Durham | Simmons, Mr. S. B..... | Greensboro |
| Goold, Pres. E. H..... | Raleigh | Spaulding, Mr. C. C..... | Durham |
| Graham, Dr. F. P..... | Chapel Hill | Stanbury, Dr. W. A..... | Greensboro |
| Inborden, Mr. T. S..... | Bricks | Trent, Pres. W. J..... | Salisbury |
| Johnson, Dr. W. C..... | Greensboro | Warren, Mr. Jule..... | Raleigh |
| Johnson, Mr. W. R..... | Raleigh | Whitaker, Mr. John W..... | W.-Salem |
| Jones, Pres. David D..... | Greensboro | Woodland, Mr. C. T..... | W.-Salem |

3. OTHER PRESIDENTS OF PRIVATE COLLEGES

| <i>President</i> | <i>Address</i> |
|--|------------------|
| Dr. H. S. Hilley, Atlantic Christian College..... | Wilson |
| Dr. Howard R. Omwake, Catawba College..... | Salisbury |
| Dr. W. B. Edwards, Chowan College..... | Murfreesboro |
| Dr. W. L. Lingle, Davidson College..... | Davidson |
| Dr. L. E. Smith, Elon College..... | Elon College |
| Dr. H. G. Bedinger, Flora Macdonald..... | Red Springs |
| Dr. S. B. Turrentine, Greensboro College for Women..... | Greensboro |
| Dr. Clyde Milner, Guilford College..... | Guilford College |
| Dr. Raymond Binford (President Emeritus), Guilford College—Guilford Col. | |
| Dr. G. I. Humphries, High Point College..... | High Point |
| Dr. P. E. Monroe, Lenoir-Rhyne..... | Hickory |
| Dr. Charles E. Brewer, Meredith College..... | Raleigh |
| Dr. W. H. Frazer, Queens-Chicora..... | Charlotte |
| Dr. Howard E. Rondthaler, Salem College..... | Winston-Salem |
| Dr. Thurman D. Kitchin, Wake Forest College..... | Wake Forest |
| Dr. E. J. Coltrane, Brevard College..... | Brevard |
| Dr. W. C. Pressly, Peace Institute..... | Raleigh |
| Mrs. Ernest Cruikshank, St. Mary's School..... | Raleigh |
| Dr. John E. Calfee, Asheville Normal..... | Asheville |
| Rev. H. Nau, Immanuel Lutheran..... | Greensboro |
| Rev. Edgar H. Goold, St. Augustine's College..... | Raleigh |

CHAPTER I

CONSOLIDATION AND TRANSPORTATION FOR SMALL SCHOOLS

The report of the committee has been divided into two major divisions, as follows:

- I. An analysis of the existing situation with reference to
 - a. Physical plants, libraries and other equipment.
 - b. Transportation facilities.
 - c. Attendance and promotion statistics.
 - d. Training of teachers.

- II. Recommendations for possible improvement.

In order to present a picture of the present situation several tables have been prepared from the data available in the State Department of Public Instruction. In some instances graphs have been used to exhibit more clearly the progress and trends.

This committee has done its work with a feeling that every phase of public school work will be vitally affected by whatever is to be done with regard to transportation and consolidation of small schools. No one factor in the school program can be considered in isolation. It is believed that after obtaining a careful analysis of the situations, the trends and the needs it will be possible to determine more intelligently what is to be done with reference to increased transportation facilities and further consolidation of small schools.

It is the firm conviction of the Committee that the introduction of state-wide eight months school term for all the children of the State has placed upon every citizen the responsibility and obligation to plan and devise a program of education that will utilize to the fullest possible extent the possibilities of the lengthened term. This will, in the end, mean that there must be improvement in the training of teachers, the attendance of pupils, the standard of instruction, the type of curriculum to be offered, and every other factor for the work.

The program of improvement must be so planned as to result in sure and steady progress. Only in this way can there be justified a willing and constant support on the part of the public. There must be built a widespread ambition and desire to grasp the opportunities at hand. While it should be the policy of all to provide adequate educational facilities for the Negro race in the entire State, it must be realized that progress will of necessity come slowly. Yet there will be sections and communities where the people have more ambition and are willing to exert such efforts as will give better than average training to their children. These communities should be recognized and encouraged.

Intelligent leadership and study should seek to determine the retarding factors in the backward communities and make provision for remedial work

with the people. This same intelligent leadership should endeavor to lead the Negro people to understand that the State will promote their progress as fast as they can grasp and utilize the opportunities extended to them.

NO. I. AN ANALYSIS OF THE EXISTING SITUATION

a. The Physical Plants, Libraries and Equipment

Tables I and II below not only give a picture of the present organization as it relates to the size of elementary schools, but they also indicate what the trend in the State has been in the three-year period with regard to decreasing the small units and increasing the large type units.

The number of one-teacher units has decreased from 1,099 in 1930-31 to 1,006 in 1932-33, a net decline of 93. At the same time the number of large units was increasing. The number of schools with seven to nine teachers increased from 48 to 71, and the size of the group with ten or more teachers advanced from 63 to 66. This indicates a very marked improvement.

Table Number II indicates that 43.6 per cent of the 2,308 elementary schools are of the one-teacher type, and that 28.9 per cent are of the two-teacher type. Thus, in combining these two types, it is found that 72.5 per cent or almost three-fourths of the total number falls below the three-teacher level.

TABLE I. NUMBER OF ELEMENTARY COLORED SCHOOLS HAVING:

| | 1930-31 | 1931-32 | 1932-33 |
|-----------------------------|---------|---------|---------|
| One teacher | 1,099 | 1,060 | 1,006 |
| Two teachers | 640 | 616 | 667 |
| Three teachers | 289 | 267 | 270 |
| Four to six teachers..... | 200 | 237 | 228 |
| Seven to nine teachers..... | 48 | 52 | 71 |
| Ten or more teachers..... | 63 | 63 | 66 |

TABLE II. SHOWING NUMBER, SIZE AND PERCENTAGE OF COLORED ELEMENTARY UNITS TAUGHT 1932-33

| Size | Number | Percentage |
|-----------------------------|--------|------------|
| One teacher | 1,006 | 43.6 |
| Two teachers | 667 | 28.9 |
| Three teachers | 270 | 11.7 |
| Four to six teachers..... | 228 | 9.9 |
| Seven to nine teachers..... | 71 | 3.1 |
| Ten or more teachers..... | 66 | 2.8 |
| | 2,308 | 100.0% |

Tables III and IV indicate the high school organization in the State over a three-year period. There is a decline in the number of one- and two-teacher schools from 48 to 42 and an increase in the schools with three or more teachers.

TABLE III. NUMBER OF COLORED HIGH SCHOOLS HAVING:

| | 1930-31 | 1931-32 | 1932-33 |
|------------------------------|---------|---------|---------|
| One and two teachers*..... | 48 | 42 | 42 |
| Three to five teachers..... | 51 | 63 | 73 |
| Six to eleven teachers..... | 19 | 22 | 24 |
| Twelve or more teachers..... | 8 | 7 | 8 |

TABLE IV. NUMBER, SIZE, AND PERCENTAGE OF COLORED HIGH SCHOOL UNITS TAUGHT 1932-33

| <i>Size</i> | <i>Number</i> | <i>Percentage</i> |
|------------------------------|---------------|-------------------|
| One and two teachers*..... | 42 | 28.6 |
| Three to five teachers..... | 73 | 49.7 |
| Six to eleven teachers..... | 24 | 16.3 |
| Twelve or more teachers..... | 8 | 5.4 |
| | <hr/> 147 | <hr/> 98.0 |

Table V indicates that the number of library volumes in the years 1931-32 and 1932-33 was 125,117 and 140,744 respectively. Since the average membership for the year 1932-33 was 251,138, this means that there was an average of less than one library book for each child.

In a great many instances the school buildings now in use for the colored children are in a poor state of repair; generally many are poorly lighted and heated, and in many instances are too small to give adequate accommodations to the pupils.

In all too many instances the teachers find it impossible to leave any of their work or that of their children in the buildings over night. The buildings cannot be securely locked, and often they are in out-of-the-way places and badly exposed to vandalism of all kinds.

In many of the classrooms the furniture is antiquated, the blackboards are insufficient in size and badly abused. There is often little in environment to elevate and inspire to higher levels of thinking. Very few rural colored schools are equipped with modern single desks. Little or no provision is made for teaching health and sanitation. Laboratories for science and the vocational subjects are few and inadequate.

TABLE V. SHOWING NUMBER OF VOLUMES IN COLORED SCHOOL LIBRARIES

| | 1931-32 | 1932-33 |
|-----------------------|------------------|---------------|
| Elementary | 68,853 | 73,480 |
| High school | 56,264 | 67,264 |
| Total..... | <hr/> 125,117 | <hr/> 140,744 |
| | 1931-32 | |
| Current expense | \$1,840.17 | |
| Capital outlay | 1,602.48 | |
| Total..... | <hr/> \$3,442.65 | |

* Non-Standard.

b. Transportation Facilities

Tables VI, VII, and VIII and graphs 1, 2, and 3 indicate what has been occurring with regard to transportation facilities for the colored pupils of the State during the last five-year period. The data show that there has been a marked increase in this factor of school work.

Information presented on page 19 indicates that Johnston County has taken the lead in transportation for Negroes with 24 busses hauling 1,575 children. Guilford County ranks second with 20 busses carrying 688 pupils and Warren County operating 16 busses to haul 628 pupils ranks third. Hertford and Pender operate ten busses each. Fifty-one or slightly more than 50 per cent of the counties did not operate any busses for Negroes in the year 1932-33.

TABLE VI. SHOWING NUMBER VEHICLES OPERATED FOR COLORED CHILDREN

| <i>Year</i> | <i>Number Vehicles</i> |
|---------------|------------------------|
| 1929-30 | 103 |
| 1930-31 | 145 |
| 1931-32 | 179 |
| 1932-33 | 216 |
| 1933-34 | 221 |
| 1934-35 | 226 |

TABLE VII. SHOWING NUMBER COLORED PUPILS TRANSPORTED

| <i>Year</i> | <i>Average Number Pupils Hauled</i> |
|---------------|-------------------------------------|
| 1929-30 | 3,746 |
| 1930-31 | 5,086 |
| 1931-32 | 7,619 |
| 1932-33 | 9,935 |
| 1933-34 | 10,000 |

TABLE VIII. SHOWING AVERAGE DAILY MILEAGE OF TRUCKS

| <i>Year</i> | <i>Average Daily Mileage</i> |
|---------------|------------------------------|
| 1929-30 | 2,777 |
| 1930-31 | 4,865 |
| 1931-32 | 5,968 |
| 1932-33 | 8,080 |
| 1933-34 | 9,380 |

GRAPH
ISHOWING NUMBER OF
VEHICLES OPERATED

TABLE VI

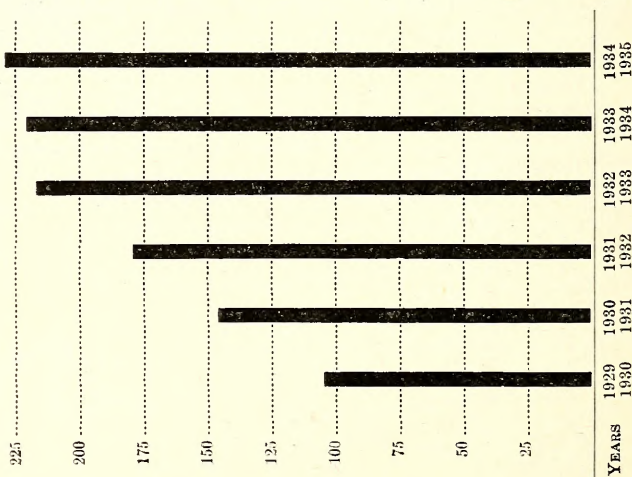
NUMBER
OF VEHICLES
OPERATEDGRAPH
2SHOWING NUMBER OF
PUPILS TRANSPORTED

TABLE VII

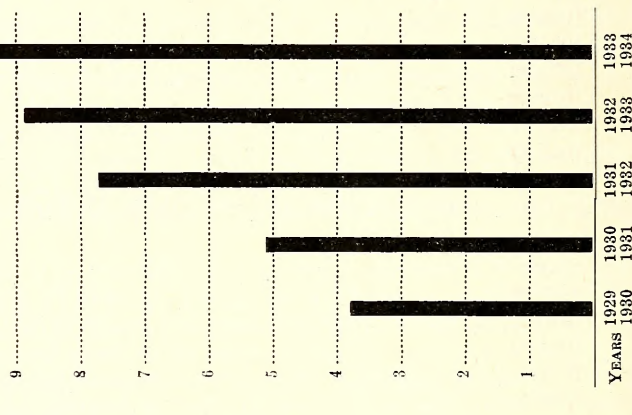
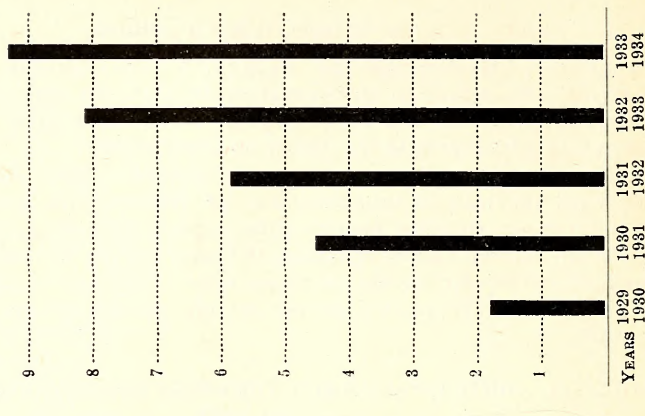
NUMBER
PUPILS
HAULED
THOUSANDSGRAPH
3SHOWING DAILY MILEAGE
OF BUSES FOR NEGROES

TABLE VIII

DAILY
MILEAGE
THOUSANDS

Number Busses Operated by Counties in 1932-33

Counties operating no busses, 51—Alamance, Alleghany, Anson, Ashe, Bladen, Caldwell, Camden, Carteret, Caswell, Chatham, Cherokee, Clay, Cleveland, Cumberland, Dare, Davie, Duplin, Edgecombe, Franklin, Gates, Graham, Granville, Greene, Haywood, Hoke, Lee, Lenoir, Madison, Martin, McDowell, Mitchell, Northampton, Orange, Pamlico, Pasquotank, Person, Pitt, Rowan, Rutherford, Sampson, Scotland, Stokes, Surry, Swain, Transylvania, Union, Washington, Watauga, Wilson, Yadkin, and Yancey.

Counties operating one bus, 13—Avery, Burke, Chowan, Davidson, Henderson, Jackson, Macon, Onslow, Perquimans, Polk, Randolph, Richmond, and Rockingham.

Counties operating two busses, 6—Beaufort, Brunswick, Lincoln, Mecklenburg, Tyrrell, and Wayne.

Counties operating three busses, 8—Cabarrus, Catawba, Currituck, Durham, Hyde, Jones, Stanley, and Wilkes.

Counties operating four busses, 5—Craven, Harnett, Nash, New Hanover, and Wake.

Counties operating five busses, 6—Alexander, Bertie, Forsyth, Gaston, Montgomery, and Vance.

Counties operating six busses, 5—Buncombe, Halifax, Iredell, Moore, and Robeson.

Counties operating ten busses, 2—Hertford and Pender.

County operating sixteen busses—Warren.

County operating twenty busses—Guilford.

County operating twenty-four busses—Johnston.

c. Attendance and Promotion Statistics

Table IX, Section A, indicates that the average daily membership for years 1931-32 and 1932-33 was 239,491 and 251,138 respectively. The average daily attendance for the same two years was 211,301 and 221,533 respectively. Thus the percentage of attendance for each of the two years was 88.2 per cent.

Section B of the same table shows that the percentage of promotion was only 63.5 per cent—62.3 per cent in the elementary grades and 78.5 per cent in the high school. The facts indicate also that the lowest percentage of promotion was in rural divisions of the elementary grades.

In the final analysis this can only mean a very large amount of retardation and expensive re-teaching. While the standards of promotion are not available, it is reasonable to assume that rather low standards are used. In some instances where standard tests have been used as a basis for promotion from the seventh grade to the high school, standards lower than the fifth grade level have been resorted to in order to promote a reasonable percentage of the group. This is a discredit to the elementary grades and an almost insurmountable problem for the high schools.

TABLE IX. SHOWING ATTENDANCE AND PROMOTION STATISTICS FOR COLORED SCHOOLS

| SECTION A—ATTENDANCE | | | |
|--|--------------|----------------|--------------|
| | <i>Rural</i> | <i>Charter</i> | <i>Total</i> |
| Average daily membership, 1931-32..... | 172,714 | 66,777 | 239,491 |
| Average daily membership, 1932-33..... | 183,039 | 68,099 | 251,138 |
| Increase..... | 10,325 | 1,322 | 11,647 |
| Average daily attendance, 1931-32..... | 151,114 | 60,187 | 211,301 |
| Average daily attendance, 1932-33..... | 160,302 | 61,221 | 221,523 |
| Increase..... | 9,188 | 1,034 | 10,222 |
| Per cent of A.D.M. in A.D.A., 1931-32..... | 87.5 | 90.1 | 88.2 |
| Per cent of A.D.M. in A.D.A., 1932-33..... | 87.6 | 89.9 | 88.2 |

SECTION B—PROMOTIONS, 1931-32 (Only)

| | <i>Membership</i> | <i>Promotions</i> | <i>Per Cent Promoted</i> |
|-----------------------|-------------------|-------------------|--------------------------|
| Elementary | 231,824 | 144,461 | 62.3 |
| High school | 17,680 | 13,875 | 78.5 |
| Totals..... | 249,504 | 158,336 | 63.5 |
| Rural schools only: | | | |
| Elementary | 175,408 | 100,122 | 57.1 |
| High school | 6,408 | 4,804 | 75.0 |
| Totals..... | 181,816 | 104,926 | 57.7 |
| Charter schools only: | | | |
| Elementary | 56,416 | 44,339 | 78.6 |
| High school | 11,272 | 9,071 | 80.5 |
| Totals..... | 67,688 | 53,410 | 78.9 |

d. Training of Teachers

Table X indicates, in the year 1931-32, 815 or 13.31 per cent of all of the colored teachers held non-standard certificates. This means that these teachers either held county second or Provisional A and B, or the Temporary certificates, all of which are below the level of high school graduation.

In the year 1932-33 the percentages had changed from 13.31 per cent to 11.3 per cent for the non-standard group and from 86.69 per cent to 88.7 per cent for the standard group. This still represents a lamentable situation. Less than two-thirds of the teachers in 1932-33 had credit for as much as two years of college training.

Section B of Table X indicates the difference in training of teachers as between the one-teacher and two-teacher schools. Here we see that 25.8 per cent of all teachers in one-teacher schools in 1932-33 held non-standard certificates. In the two-teacher schools this group represented only 10.9 per cent of the total. Thus the size of the school determines to a large degree the amount of training the teacher has.

TABLE X. TRAINING OF TEACHERS

SECTION A—ITEM No. 1

*Number Teachers With
Non-Standard
Certificates*

Per Cent

*Number Teachers With
Standard Certificates*

Per Cent

| <i>Year</i> | <i>Number Teachers With Non-Standard Certificates</i> | <i>Per Cent</i> | <i>Number Teachers With Standard Certificates</i> | <i>Per Cent</i> |
|-------------|---|-----------------|---|-----------------|
| 1931-32 | 815 | 13.31 | 5307 | 86.69 |

ITEM No. 2

| | | | | |
|---------|-----|-------|------|------|
| 1932-33 | 707 | 11.30 | 5548 | 88.7 |
|---------|-----|-------|------|------|

SECTION B—TRAINING OF TEACHERS IN ONE-TEACHER SCHOOLS IN THIRTY-EIGHT SUPERVISED COUNTIES, 1932-33

Number Per Cent

| | | |
|---|-----|------|
| 1. Total number of teachers..... | 528 | 100 |
| 2. Number holding standard certificates..... | 392 | 74.2 |
| 3. Number with one or more years of college training taken during the regular session..... | 181 | 34.3 |
| 4. Number holding non-standard certificates..... | 136 | 25.8 |

TRAINING OF TEACHERS IN TWO-TEACHER SCHOOLS

Number Per Cent

| | | |
|---|-----|------|
| 1. Total number teachers..... | 740 | 100 |
| 2. Number holding standard certificates..... | 659 | 89.1 |
| 3. Number with one or more years of college training taken during regular session..... | 293 | 39.6 |
| 4. Number having secured certificates through summer school and extension class credits..... | 366 | 49.5 |
| 5. Number holding non-standard certificates..... | 81 | 10.9 |

II. RECOMMENDATIONS FOR POSSIBLE IMPROVEMENT

The State should not go into a fulfillment of a program to improve the Negro schools in either a half-hearted or wholesale way, but definite study should be made of the probability of accomplishing certain definite things and guaranteeing the intelligent use of school facilities offered in the different communities.

It is the opinion of the Committee that an adequate program of education cannot be extended to the people through the present widespread prevalence of the small type school. Something should be done to remove the inefficient and antiquated small schools. It would be the part of wisdom in both economy and efficiency to substitute as fast as possible the consolidated type school for the numerous small schools.

In the larger schools it will be possible to offer a more functional type of curriculum, one that will be much broader and richer in content. In the larger school it will be possible to supply more adequate instruction in the newer course of study. More time can be devoted to the children of all ages.

It is believed that the large type school will encourage better attendance on the part of the pupils. In this way the advancement through the grades will be much more certain and regular. With more attractive surroundings and better instruction the pull of the schools would be greater. Through the

same medium the children would get to school much more promptly in the mornings and they would learn to have greater respect for the system and orderliness of things.

It is the specific recommendation of the committee that the counties and the communities, not already provided with adequate and sanitary buildings, enter as soon as possible into a building program looking toward eventual consolidation of the small schools. We would like to warn against what might be termed as consolidation "on paper." The buildings should be adequate for the needs. Provision should be made for sanitation, modern classroom equipment and auditoriums. The consolidation should be for the elementary grades as well as the high school department. It should be carried forward as far as possible from the viewpoint of distance and economy.

The larger type schools will make it possible to secure better trained teachers. The better organization in the large school, the improved equipment and the broader curriculum will induce the better trained teachers to accept employment.

Of course there will be required an ever increasing amount of transportation facilities. In the long run this will be economy.

As far as possible the State should begin to provide bus units for Negro pupils wherever needed. As a temporary measure, safe bus units not now in use might be employed. The State should adopt the policy of defraying at least a part of the initial cost for new units, since any increased efficiency or any possible economy would accrue to the benefit of the State.

With the large type schools it will be possible to have stronger community centers. There can be built up higher standards of living among the adult people of the different communities. There will be developed a higher type of leadership in the local communities.

Supervision is an impossibility, either by the county superintendent or the Jeanes supervisor, with so many small units scattered over wide areas. This situation means that there can be little accomplished towards strengthening and co-ordinating the work of any given county. Consequently there is a looseness and ineffectiveness about the work which should not exist. If larger units were developed much stronger leadership and closer supervision would be possible.

Finally, in each county there should be a survey of the present situation and of the geographical divisions. This should be followed by wise, long-term planning. Wherever possible the union type school should be developed.

1. SOME FINDINGS AND OBSERVATIONS

The report of the Committee on Consolidation and Transportation gives an analysis of the present situation with reference to

- a. Physical plants, libraries and other equipment.
- b. Transportation facilities.
- c. Attendance and promotion.
- d. Training of teachers.

A few of the significant findings and observations would include:

- a. In 1932-33 there were 2,308 elementary school units, of which 1,006 were one-teacher schools, or 43.6 per cent of the total, and 667 were two-

- teacher schools, or 28.9 per cent of the total. Altogether 72.5 per cent of the number of elementary units were one- and two-teacher schools.
- b. In 1932-33 there were 147 schools in which high school work was offered. Of that number 42 or 28.6 per cent were one- and two-teacher high schools. Seventy-three or 49.7 per cent of the total had from three to five teachers. None of the one- or two-teacher schools are accredited.
 - c. In 1932-33 there were 73,480 volumes in the libraries of the elementary schools and 67,264 volumes in the libraries of the high schools, but this represents less than one book per child.
 - d. The data at present show that 226 vehicles are operating in transporting children. It is estimated that for the school year 1933-34, 10,000 Negro children were transported.
 - e. In 1931-32 57.1 per cent of the children enrolled in the rural elementary schools were promoted, while in the charter or city schools the per cent of promotion was 78.6. It is obvious that there are very definite factors working against the rural child. One of these factors is undoubtedly the difference in the training of the teachers.
 - f. A non-standard certificated teacher is defined as one whose training is not equivalent to standard high school graduation and twelve weeks of summer school work. Data show that there is a direct and positive correlation between the size of the elementary school unit and the qualifications of the teachers—smaller schools having poorer teachers. In 1932-33, e.g., 25.8 per cent of the teachers in one-teacher schools held non-standard certificates, while 10.9 per cent of the teachers in two-teacher schools held such certificates.

2. RECOMMENDATIONS

- a. The program of education for any people should always be adequate for their needs.
- b. A program of consolidation of small schools should be promoted, looking to the eventual elimination of the inefficient and antiquated small schools.
- c. The program of improvement should be wisely planned and on a long-term basis, so as to result in steady and wholesome progress, intelligible to all concerned.
- d. There should be a simultaneous revision of the curriculum to the end that it may be of the functional type and that it may provide adequately for the vocational subjects.
- e. There should be an extension of safe and adequate transportation facilities in order to accommodate the consolidation program.
- f. All new buildings erected should meet the specifications of modern school architecture as to heating, lighting, sanitation, assembly rooms, classrooms, etc.
- g. Improved school facilities should be made available to the elementary pupils as well as the high school pupils.
- h. Better trained teachers should be employed in order to make possible a fuller use of the opportunities at hand.

- i. More adequate instructional supplies, more library volumes, and better equipment in general should be provided.
- j. As far as possible the State should begin immediately to provide bus units for Negro pupils wherever needed. As a temporary measure, safe bus units not now in use might be employed.
- k. The State should further encourage transportation by making capital outlay investments for new units as far as possible.
- l. There should be wider use of the improved school facilities for the instruction and development of the adults in order to raise the standard of living socially and economically.

CHAPTER II

STANDARD HIGH SCHOOL FACILITIES

Making available and accessible high school facilities which are adequate in terms of what is defined as a standard high school by the State Department of Public Instruction constitutes the problem to which this report addresses itself.

This problem arises from the general and insistent desire on the part of Negro parents and children for free high school education on the one hand and urgent need for additional classrooms, equipment, and transportation to satisfy this general and insistent desire on the other hand. This problem has been rendered more acute by an economic crisis which not only dried up sources of revenue, but also diminished employment possibilities for adolescents and literally forced them to remain in school longer. This crisis also caused parents and students to awaken to the advantages which the better trained worker has over the untrained, and much of this demand for more education is based on sound judgment rather than chance.

The data presented have been gathered from the reports of the State Superintendent of Public Instruction for the years up to and including 1931-1932, and from personal study of specific situations by members of the staff of the Department of Public Instruction. New developments for the current year may be included in cases where there are sufficient data to justify inclusion. Statistical data for 1932-1933 and 1933-1934 are from the files of the Division of Finance and High School Principals' Annual Reports. The transportation data have come from the State School Commission.

In view of the fact that provision has been made for a study of building needs and problems involved in the preparation, selection and employment of teachers by other committees, this report will be limited to availability of what is defined as standard high school to the Negro high school population of North Carolina.

According to the United States Census of 1930 there are 115,166 Negroes between the ages of 15 and 19 in this State. Recognition is given to the fact that many pupils below the age of 15 and above the age of 19 are enrolled in our high schools.

This report is divided into three parts:

- I. Growth of Accredited High Schools (showing increased recognition for high school education and the ability and willingness of the public to provide it.)
- II. Present Extent of Availability (1933-1934). (A description of availability and accessibility of high school education in their general and specific aspects.)
- III. Some Findings, Observations, and Recommendations.

I. GROWTH OF ACCREDITED HIGH SCHOOLS

In 1914 the first public high schools for Negroes were established under the title County Training Schools. This was done with the aid of the John F. Slater Fund and there was one in each of three counties—Wake, Johnston, and Pamlico.

In 1919 the first high schools for Negroes were accredited. Of the eleven, there were seven private and four attached to State institutions of higher learning.

In 1923 the first high schools, supported and controlled by city or county school units, were accredited at Durham, Reidsville, Wilmington, and Method.

The subsequent growth of accredited high schools for Negroes in North Carolina is shown in the following tables:

TABLE I. GROWTH OF ACCREDITED HIGH SCHOOLS, 1919-1934

| Year | Public | Increase | Private | Increase | Total | Net Increase |
|-----------|--------|----------|---------|----------|-------|--------------|
| 1918-1919 | 4 | ----- | 7 | ----- | 11 | ----- |
| 1921-1922 | 4 | ----- | 13 | 6 | 17 | 6 |
| 1922-1923 | 8 | 4 | 16 | 3 | 24 | 7 |
| 1923-1924 | 14 | 6 | 20 | 4 | 34 | 10 |
| 1924-1925 | 21 | 7 | 22 | 2 | 43 | 9 |
| 1925-1926 | 26 | 5 | 23 | 1 | 49 | 6 |
| 1926-1927 | 33 | 7 | 23 | ----- | 56 | 7 |
| 1927-1928 | 41 | 8 | 23 | ----- | 64 | 8 |
| 1928-1929 | 54 | 13 | 22 | -1 | 76 | 12 |
| 1929-1930 | 68 | 14 | 20 | -2 | 88 | 12 |
| 1930-1931 | 80 | 12 | 18 | -2 | 98 | 10 |
| 1931-1932 | 80 | ----- | 18 | ----- | 98 | ----- |
| 1932-1933 | 93 | 13 | 15 | -3 | 108 | 10 |
| 1933-1934 | 106 | 13 | 10 | -5 | 116 | 8 |

The number of accredited high schools has increased from seven private and four public in 1918-1919 to 10 private and 106 public in 1933-1934. The private school development reached its peak in 1925-1926. During this period the high school department of nine institutions of higher learning have been eliminated, seven private secondary schools have been transferred to public support and control, and four private secondary schools have been discontinued.

The following institutions have discontinued their high school departments:

Winston-Salem Teachers College.
 A. & T. College.
 Fayetteville State Normal School.
 Elizabeth City State Normal School.
 North Carolina College for Negroes.
 Shaw University.
 Johnson C. Smith University.
 Livingstone College.
 Bennett College.

The following private secondary schools have been discontinued:

Eastern North Carolina Industrial Academy.

Franklinton Christian College.

Kinston College.

Thompson Institute.

The following private secondary schools have been transferred to public support and control as accredited schools:

High Point Normal.

Albion Academy.

Redstone Academy.

Waters Training School.

Henderson Institute.

Rich Square Institute.

Brick Junior College.

Peabody Academy.

Burgaw N. & I. Institute.

The following private secondary schools receive public funds for the tuition of students from their respective counties:

Palmer Memorial Institute, Sedalia.

Mary Potter School, Oxford.

Laurinburg, N. & I. Institute.

During the period beginning 1919-1928, 129 high schools for Negroes have received the accredited rating from the State Department of Public Instruction.

In 1930 North Carolina had 26 per cent of the 338 accredited high schools for Negroes in 15 Southern States. This growth is a cause for just pride.

TABLE II. HIGH SCHOOL ENROLLMENT FOR (A) ACCREDITED HIGH SCHOOLS, AND (B) FOR ALL SCHOOLS (1923 TO 1934).

| Year | A. Accredited | | | B. All Schools | | |
|-----------------|---------------|---------|--------|----------------|---------|--------|
| | Public | Private | Total | Public | Private | Total |
| 1922-1923 | 1,237 | 1,556 | 2,793 | 1,477 | 2,000 | 3,477 |
| 1923-1924 | 2,978 | 2,164 | 5,142 | 4,715 | 2,652 | 7,367 |
| 1924-1925 | 4,241 | 2,664 | 6,905 | 6,507 | 3,014 | 9,521 |
| 1925-1926 | 5,564 | 2,911 | 8,475 | 8,237 | 3,088 | 11,325 |
| 1926-1927 | 6,841 | 3,117 | 9,958 | 9,073 | 3,350 | 12,423 |
| 1927-1928 | 8,060 | 3,268 | 11,328 | 10,942 | 3,388 | 14,330 |
| 1928-1929 | 10,625 | 2,882 | 13,507 | 13,251 | 3,003 | 16,254 |
| 1929-1930 | 12,679 | 2,691 | 15,370 | 14,924 | 2,746 | 17,670 |
| 1930-1931 | 14,657 | 2,140 | 16,672 | 16,672 | 2,202 | 18,874 |
| 1931-1932 | 15,876 | 1,937 | 17,813 | 17,886 | 2,004 | 19,890 |
| 1932-1933 | 18,538 | 1,756 | 20,294 | 20,124 | 1,756 | 21,980 |
| 1933-1934 | 21,258 | 1,159 | 22,417 | 23,550 | 1,159 | 24,709 |

The total enrollment in accredited schools has increased from 2,793 in 1922-1923 to 22,417 in 1933-1934, and in all high schools, accredited and non-accredited, reporting to the office of the State High School Supervisor from 3,477 to 24,709 in the same length of time.

Table No. III gives the number of graduates from high schools, public and private, accredited and all schools, by years since 1922-1923.

There have been 15,704 graduates from public accredited schools in the twelve-year period and 5,074 from private, giving a total of 20,778.

TABLE III. NUMBER OF GRADUATES, 1923-1934

| Year | A. Accredited | | | B. All Schools | | |
|-----------------|---------------|---------|--------|----------------|---------|--------|
| | Public | Private | Total | Public | Private | Total |
| 1922-1923 | 84 | 186 | 270 | 92 | 218 | 310 |
| 1923-1924 | 329 | 486 | 815 | 380 | 542 | 922 |
| 1924-1925 | 565 | 447 | 1,012 | 618 | 464 | 1,082 |
| 1925-1926 | 707 | 442 | 1,149 | 752 | 458 | 1,210 |
| 1926-1927 | 1,025 | 515 | 1,540 | 1,132 | 579 | 1,711 |
| 1927-1928 | 1,162 | 557 | 1,719 | 1,234 | 566 | 1,800 |
| 1928-1929 | 1,372 | 578 | 1,950 | 1,484 | 591 | 2,075 |
| 1929-1930 | 1,629 | 568 | 2,197 | 1,684 | 572 | 2,256 |
| 1930-1931 | 1,872 | 451 | 2,323 | 1,906 | 456 | 2,362 |
| 1931-1932 | 1,956 | 388 | 2,344 | 2,008 | 396 | 2,404 |
| 1932-1933 | 2,258 | 259 | 2,517 | 2,295 | 259 | 2,554 |
| 1933-1934 | 2,745 | 197 | 2,942 | 2,814 | 197 | 3,011 |
| Totals | 15,704 | 5,074 | 20,778 | 16,399 | 5,298 | 21,697 |

TABLE IV. CHANGING RATIO OF PUBLIC AND PRIVATE
HIGH SCHOOLS, 1923-1934
(Accredited Only)

| Year | Number of Schools | | | | Enrollment | | | | Graduates | | | |
|---------------|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Public | | Private | | Public | | Private | | Public | | Private | |
| | Num- ber | Per Cent | Num- ber | Per Cent | Num- ber | Per Cent | Num- ber | Per Cent | Num- ber | Per Cent | Num- ber | Per Cent |
| 1922-1923 ... | 8 | 33.4 | 16 | 66.6 | 1,237 | 42.2 | 1,556 | 58.0 | 84 | 29.7 | 186 | 70.3 |
| 1923-1924 ... | 14 | 41.0 | 20 | 59.0 | 2,078 | 48.9 | 2,164 | 51.1 | 329 | 40.3 | 486 | 59.7 |
| 1924-1925 ... | 21 | 48.8 | 22 | 51.2 | 4,241 | 61.4 | 2,664 | 37.6 | 565 | 55.8 | 447 | 44.2 |
| 1925-1926 ... | 26 | 53.0 | 23 | 47.0 | 5,564 | 65.6 | 2,911 | 34.4 | 707 | 61.5 | 442 | 38.5 |
| 1926-1927 ... | 33 | 58.9 | 23 | 41.1 | 6,841 | 68.6 | 3,117 | 31.4 | 1,025 | 66.5 | 515 | 33.5 |
| 1927-1928 ... | 41 | 65.0 | 23 | 35.0 | 8,060 | 71.1 | 3,268 | 28.9 | 1,162 | 67.6 | 557 | 32.4 |
| 1928-1929 ... | 54 | 71.0 | 22 | 29.0 | 10,625 | 78.7 | 2,882 | 21.3 | 1,372 | 70.5 | 578 | 29.5 |
| 1929-1930 ... | 68 | 79.0 | 20 | 21.0 | 12,679 | 82.4 | 2,691 | 17.6 | 1,629 | 74.0 | 568 | 26.0 |
| 1930-1931 ... | 80 | 83.7 | 18 | 16.3 | 14,657 | 87.3 | 2,140 | 12.7 | 1,872 | 80.6 | 451 | 18.0 |
| 1931-1932 ... | 80 | 83.7 | 18 | 16.3 | 15,876 | 89.2 | 1,937 | 10.8 | 1,956 | 83.5 | 388 | 16.5 |
| 1932-1933 ... | 93 | 86.1 | 15 | 13.9 | 18,538 | 91.4 | 1,756 | 8.6 | 2,258 | 89.7 | 259 | 10.3 |
| 1933-1934 ... | 106 | 91.4 | 10 | 8.6 | 21,258 | 94.8 | 1,159 | 5.2 | 2,745 | 93.3 | 197 | 6.7 |

Table No. IV offers additional evidence as to the extent of ability and willingness on the part of the public to support its high schools. This is shown in the changing ratio of public to private secondary education in (1) Number of schools, (2) Enrollment, and (3) Number of graduates. These figures are for accredited schools only, 1923 to 1934.

II. PRESENT EXTENT OF AVAILABILITY, 1933-34

(A Description of Availability and Accessibility of High School Education in Their General and Specific Aspects)

The solution of present problems exposes new problems in geometrical progression. The present extent of availability and accessibility of high school education may be revealed by a study of groups of administrative units. The necessary school population for the support of a four-year accredited high school is approximately a thousand if distributed over an entire county, and from 600 to 800 if concentrated in a smaller area where pupils have easy access to the school location. Of the 100 counties in North Carolina, 71 have Negro school population of 1,000 or more if the city school units within their borders are included. Twenty-nine have less than 1,000 ranging down to 0 in Graham.

The first of 71 will be presented in subdivisions.

Table No. V gives the total by counties and cities of Negro school population for 1931-1932; total public school enrollment; number of accredited high schools; high school enrollment—accredited and non-accredited; ratio of high school enrollment to total school enrollment; the enrollment of seventh grades and specials, and number of busses used in transporting pupils. All figures except those in column one are for 1933-1934.

One index of availability is the per cent of high school in total enrollment. The arbitrary ideal adopted nationally is 25 in each 100. For the Negro schools of North Carolina it is approximately 6.8.

TABLE V. SEVENTY-ONE COUNTIES WITH NEGRO SCHOOL POPULATION OF 1,000 OR MORE

| County | School Population 1931-'32 | Total Enrollment 1933-'34 | Number Accredited High Schools 1933-'34 | High School Enrollment 1933-'34 | Ratio High School to Total | 7th Grade Enrollment and Specials 1933-'34 | Number Buses | |
|-----------------|-------------------------------|------------------------------|--|------------------------------------|----------------------------|---|--------------|----------|
| | | | | | | | 1933-'34 | 1934-'35 |
| Alamance..... | 3,257 | 1,864 | 1 | 177 | 8.7 | 131 25 | 2 | 3 |
| Burlington..... | 202 | 652 | 1 | 130 | 16.6 | 60 | ----- | ----- |
| Anson..... | 4,771 | 4,273 | ----- | ----- | ----- | 266 22 | ----- | ----- |
| Morven..... | ----- | 1,038 | ----- | ----- | ----- | 49 69 | ----- | ----- |
| Wadesboro..... | 975 | 600 | 1 | 252 | ----- | 70 | ----- | ----- |
| Beaufort..... | 3,557 | 2,339 | 1 | 85 | 3.5 | 136 | ----- | ----- |
| Washington..... | 1,061 | 1,024 | 1 | 135 | 11.6 | 88 | ----- | ----- |
| Bertie..... | 6,434 | 4,950 | 2 | 537 | 9.8 | 350 35 | 2 | 2 |
| Bladen..... | 3,619 | 2,893 | 1 | 234 | 7.5 | 225 24 | ----- | ----- |
| Brunswick..... | 2,003 | 1,709 | 1 | 97 | 5.4 | 135 | 1 | 2 |
| Buncombe..... | 918 | 725 | ----- | ----- | ----- | 79 | 5 | 4 |
| Asheville..... | 4,465 | 2,232 | 1 *1 | 567 | 20.3 | 214 | ----- | ----- |
| Burke..... | 500 | 195 | ----- | ----- | ----- | 7 | 1 | 1 |
| Morganton..... | 606 | 308 | 1 | 75 | 19.6 | 17 | ----- | ----- |
| Cabarrus..... | 2,384 | 1,673 | ----- | 36 | 2.1 | 113 | 2 | 2 |
| Concord..... | 806 | 546 | 1 *1 | 213 | 28.1 | 46 | ----- | ----- |
| Caswell..... | 3,314 | 2,753 | 1 | 108 | 3.8 | 143 | 3 | 2 |
| Catawba..... | 885 | 640 | ----- | 28 | 4.2 | 34 23 | 2 | 2 |
| Hickory..... | 762 | 402 | 1 | 119 | 22.8 | 36 | ----- | ----- |
| Newton..... | 204 | 243 | ----- | 33 | 11.9 | 12 | ----- | ----- |
| Chatham..... | 2,923 | 2,661 | 1 | 181 | 6.4 | 197 | 2 | 2 |

TABLE V.—Continued

| County | School Popu- lation 1931-'32 | Total Enroll- ment 1933-'34 | Number Accredited High Schools 1933-'34 | High School Enroll- ment 1933-'34 | Ratio High School to Total | 7th Grade Enroll- ment and Specials 1933-'34 | Number Buses | |
|---------------------|---------------------------------------|--------------------------------------|---|---|--|--|-----------------|----------|
| | | | | | | | 1933-'34 | 1934-'35 |
| Chowan..... | 1,191 | 447 | ----- | ----- | ----- | 22 | ----- | ----- |
| Edenton..... | 753 | 1,057 | 1 | 120 | 10.2 | 55 | ----- | ----- |
| Cleveland..... | 3,624 | 3,439 | ----- | 62 | 1.8 | 194 | 35 | ----- |
| Kings Mountain..... | 311 | 275 | ----- | 73 | 20.9 | 2 | ----- | ----- |
| Shelby..... | 749 | 608 | 1 | 149 | 19.7 | 31 | ----- | ----- |
| Columbus..... | 4,878 | 3,464 | 2 | 406 | 10.5 | 245 | ----- | ----- |
| Craven..... | 3,340 | 2,531 | ----- | ----- | ----- | 120 | 4 | 4 |
| New Bern..... | 2,088 | 1,133 | 1 | 215 | 15.9 | 72 | ----- | ----- |
| Cumberland..... | 4,464 | 3,308 | ----- | ----- | ----- | 160 | ----- | ----- |
| Fayetteville..... | 1,626 | 1,453 | 1 | 360 | 19.8 | 63 | ----- | ----- |
| Davidson..... | 577 | 437 | ----- | ----- | ----- | 39 | 2 | 2 |
| Lexington..... | 609 | 393 | 1 | 109 | 21.7 | 44 | ----- | ----- |
| Thomasville..... | 549 | 451 | 1 | 71 | 13.4 | 31 | ----- | ----- |
| Duplin..... | 5,022 | ----- | 3 | 421 | ----- | ----- | ----- | ----- |
| Durham..... | 1,787 | 1,408 | 1 | 113 | 7.4 | 97 | 4 | 5 |
| Durham..... | 5,033 | 3,938 | 1 | 687 | 14.8 | 327 | ----- | ----- |
| Edgecombe..... | 9,414 | 5,799 | 1 | 117 | 2.0 | 324 | ----- | ----- |
| Tarboro..... | 1,557 | 1,157 | 1 | 123 | 9.6 | 50 | ----- | ----- |
| Forsyth..... | 1,392 | 1,126 | ----- | ----- | ----- | ----- | ----- | † |
| Winston-Salem..... | 7,176 | ----- | ----- | 1,366 | ----- | 121 | ----- | ----- |
| Franklin..... | 3,882 | 3,220 | 1 | 136 | 4.1 | 190 | 11 | 4 |
| Franklinton..... | 1,074 | 908 | 1 | 171 | 15.8 | 62 | ----- | 7 |
| Gaston..... | 3,144 | 2,340 | 1 *1 | 291 | 11.1 | 113 | 5 | 4 |
| Cherryville..... | 146 | 204 | ----- | ----- | ----- | 40 | ----- | 5 |
| Gastonia..... | 1,018 | ----- | 1 | 179 | ----- | ----- | ----- | ----- |
| Gates..... | 2,156 | 1,633 | 1 | 144 | 8.1 | 89 | ----- | ----- |
| Granville..... | 2,873 | 2,502 | ----- | ----- | ----- | 142 | ----- | ----- |
| Oxford..... | 1,867 | 1,623 | *1 | 388 | 19.3 | 84 | ----- | ----- |
| Greene..... | 2,897 | 2,513 | 1 | 121 | 4.6 | 105 | ----- | 2 |
| Guilford..... | 2,480 | 2,049 | *1 | 220 | 9.7 | 223 | 16 | 17 |
| Greensboro..... | 4,745 | ----- | 1 *1 | 925 | ----- | ----- | 2 | ----- |
| High Point..... | 1,896 | 1,384 | 1 | 318 | 18.7 | 114 | ----- | ----- |
| Halifax..... | 9,908 | 6,728 | 1 | 171 | 2.5 | 312 | 6 | 6 |
| Weldon..... | 524 | ----- | 1 | 122 | ----- | ----- | ----- | ----- |
| Roanoke Rapids..... | 374 | ----- | 1 | 66 | ----- | ----- | ----- | ----- |
| Harnett..... | 4,433 | 3,632 | 2 | 365 | 9.1 | 209 | 4 | 4 |
| Hertford..... | 4,170 | 3,598 | 1 | 495 | 12.1 | 211 | 11 | 10 |
| Hoke..... | 3,081 | 2,509 | 1 | 113 | 4.3 | 168 | ----- | ----- |
| Hyde..... | 1,373 | 1,053 | ----- | 64 | 5.7 | 62 | 3 | 3 |
| Iredell..... | 1,900 | 1,685 | ----- | 23 | 1.3 | 128 | 7 | 7 |
| Statesville..... | 704 | 443 | 1 | 210 | 32.1 | 37 | ----- | ----- |
| Mooreville..... | 203 | 192 | ----- | ----- | ----- | 16 | ----- | ----- |
| Johnston..... | 5,246 | 3,945 | 3 | 327 | 7.6 | 230 | 29 | 30 |
| Jones..... | 1,690 | 1,375 | 1 | 167 | 10.8 | 59 | 3 | 2 |
| Lee..... | 1,788 | 1,518 | 1 | 170 | 10.1 | 116 | ----- | ----- |
| Lenoir..... | 2,809 | ----- | ----- | 66 | ----- | ----- | ----- | ----- |
| Kinston..... | 2,064 | 1,343 | 1 | 267 | 16.6 | 89 | ----- | ----- |
| Lincoln..... | 997 | 928 | ----- | ----- | ----- | 66 | ----- | 1 |
| Lincolnton..... | 381 | 160 | ----- | 50 | ----- | 11 | ----- | ----- |
| Martin..... | 4,558 | 3,807 | 2 | 166 | 4.2 | 214 | 80 | ----- |
| Mecklenburg..... | 4,817 | 3,980 | ----- | 30 | .7 | 220 | 20 | 2 |
| Charlotte..... | 6,968 | 4,664 | 1 | 887 | 15.9 | 359 | 128 | ----- |
| Montgomery..... | 1,627 | 1,238 | 1 | 234 | 15.9 | 102 | 6 | 5 |
| Moore..... | 3,024 | 2,301 | 2 | 237 | 9.3 | 166 | 5 | 7 |
| Southern Pines..... | 822 | 489 | 1 | 99 | 16.8 | 38 | ----- | ----- |

TABLE V.—Continued

| County | School Popu- lation 1931-'32 | Total Enroll- ment 1933-'34 | Number Accredited High Schools 1933-'34 | High School Enroll- ment 1933-'34 | Ratio High School to Total | 7th Grade Enroll- ment and Specials 1933-'34 | Number Buses | |
|---------------------|---------------------------------------|--------------------------------------|---|---|--|--|-----------------|----------|
| | | | | | | | 1933-'34 | 1934-'35 |
| Nash..... | 7,065 | 5,313 | 2 | 274 | 4.9 | 308 | 2 | 2 |
| Rocky Mount..... | 2,705 | 1,984 | 1 | 546 | 21.6 | 118 | ----- | ----- |
| New Hanover..... | 4,147 | 3,388 | 1 | 594 | 14.9 | 308 | 4 | 4 |
| Northampton..... | 7,109 | 5,473 | 2 | 369 | 6.3 | 276 | ----- | ----- |
| Onslow..... | 1,854 | 1,467 | 1 | 109 | 6.9 | 81 | 2 | 2 |
| Orange..... | 1,805 | 1,556 | ----- | 46 | 2.9 | 67 | ----- | ----- |
| Chapel Hill..... | 668 | 462 | 1 | 69 | 13.0 | 35 | ----- | ----- |
| Pamlico..... | 1,356 | 1,020 | 1 | 39 | 3.7 | 617 | ----- | ----- |
| Pasquotank..... | 1,319 | 1,061 | ----- | ----- | ----- | 73 | ----- | ----- |
| Elizabeth City..... | 1,505 | 975 | 1 | 274 | 21.9 | 74 | ----- | ----- |
| Pender..... | 3,063 | 2,221 | 2 | 477 | 17.7 | 204 | 37 | 9 |
| Perquimans..... | 2,396 | 1,487 | 2 | 175 | 10.5 | 118 | 2 | ----- |
| Person..... | 2,851 | 2,855 | 1 | 313 | 4.4 | 177 | ----- | 2 |
| Pitt..... | 7,452 | 6,261 | 1 | 195 | 3.0 | 276 | 20 | ----- |
| Greenville..... | 1,316 | ----- | 1 | 135 | ----- | ----- | ----- | ----- |
| Randolph..... | 1,177 | 914 | ----- | 25 | 2.7 | 70 | 1 | 1 |
| Asheboro..... | 280 | 194 | 1 | 103 | 34.3 | 19 | ----- | ----- |
| Richmond..... | 3,394 | 2,262 | ----- | 70 | 3.0 | 153 | 1 | 2 |
| Hamlet..... | 846 | 978 | 1 | 163 | 16.7 | 74 | ----- | ----- |
| Rockingham..... | 635 | 591 | 1 | 137 | 18.8 | 43 | ----- | ----- |
| Robeson..... | 7,335 | 6,279 | 3 | 523 | 7.7 | 355 | 5 | 6 |
| Lumberton..... | 310 | ----- | 1 | 140 | ----- | ----- | ----- | ----- |
| Red Springs..... | 588 | ----- | 1 | 112 | ----- | ----- | ----- | ----- |
| Rockingham..... | 1,856 | 1,541 | ----- | ----- | ----- | 103 | 1 | 1 |
| Reidsville..... | 1,423 | 841 | 1 | 260 | 23.6 | 62 | ----- | ----- |
| Leaksville..... | 848 | 605 | 1 | 151 | 19.9 | 52 | ----- | ----- |
| Madison..... | 379 | 342 | ----- | 55 | 13.8 | 16 | ----- | ----- |
| Rowan..... | 2,446 | 2,257 | 1 | 104 | 4.4 | 166 | 51 | ----- |
| Salisbury..... | 1,265 | 897 | 1 | 281 | 23.8 | 99 | ----- | ----- |
| Rutherford..... | 1,924 | 1,831 | ----- | 57 | 3.0 | 146 | ----- | ----- |
| Sampson..... | 4,142 | 3,736 | ----- | ----- | ----- | 265 | 39 | 1 |
| Clinton..... | 812 | 629 | 1 | 208 | 24.8 | 57 | ----- | ----- |
| Scotland..... | 2,746 | 2,632 | ----- | ----- | ----- | 207 | 29 | ----- |
| Laurinburg..... | 810 | 831 | ----- | 200 | 24.1 | ----- | ----- | ----- |
| Stanly..... | 1,167 | 846 | 1 | 170 | 16.7 | 76 | 3 | 3 |
| Surry..... | 873 | 541 | ----- | ----- | ----- | 63 | ----- | 1 |
| Mount Airy..... | 145 | 300 | ----- | ----- | ----- | 24 | 19 | ----- |
| Union..... | 3,006 | 2,548 | ----- | ----- | ----- | 210 | ----- | 1 |
| Monroe..... | 557 | 440 | 1 | 134 | 23.3 | 31 | ----- | ----- |
| Vance..... | 2,806 | 2,097 | ----- | ----- | ----- | 123 | 5 | 7 |
| Henderson..... | 1,737 | 1,884 | 1 | 292 | 19.8 | 71 | ----- | ----- |
| Wake..... | 7,580 | ----- | 2 | 462 | ----- | ----- | 6 | 6 |
| Raleigh..... | 3,716 | 3,459 | 1 | 585 | 16.9 | 237 | ----- | ----- |
| Warren..... | 6,219 | 4,664 | 2 | 559 | 10.7 | 276 | 15 | 17 |
| Washington..... | 2,183 | ----- | 1 | 116 | ----- | ----- | 21 | ----- |
| Wayne..... | 3,993 | 3,333 | 1 | 190 | 5.4 | 167 | 25 | 1 |
| Goldsboro..... | 2,850 | 1,830 | 1 | 567 | 23.6 | 185 | ----- | ----- |
| Fremont..... | 608 | 474 | 1 | 74 | 13.5 | 32 | ----- | ----- |
| Wilson..... | 3,844 | 2,741 | 1 | ----- | ----- | 99 | 23 | ----- |
| Wilson..... | 2,241 | 2,107 | 1 | 250 | 10.6 | 101 | ----- | ----- |
| Elm City..... | 560 | 727 | 1 | ----- | ----- | 37 | ----- | ----- |

*Private control. †1934-'35 contract for 150 pupils.

NOTE.—Where total enrollment is not given no information was available.

TABLE V-a. TWENTY-TWO ADMINISTRATIVE UNITS WITH NO HIGH SCHOOL FACILITIES REPORTED FOR 1933-1934

| Units—County | School Population 1931-'32 | Total Enrollment 1933-'34 | 7th Grade Enrollment 1933-'34 | Specials | Transportation Vehicles | |
|------------------|-------------------------------|------------------------------|----------------------------------|----------|-------------------------|-------------|
| | | | | | 1933-'34 | 1934-'35 |
| Anson..... | 4,233 | 4,273 | 266 | 22 | ----- | ----- |
| Buncombe..... | 918 | 725 | 79 | ----- | 5 | 4 |
| Burke..... | 500 | 195 | 7 | ----- | 1 | 1 |
| Chowan..... | 1,191 | 447 | 22 | ----- | ----- | ----- |
| Craven..... | 3,340 | 2,531 | 120 | ----- | 4 | 4 |
| Cumberland..... | 4,464 | 3,308 | 160 | ----- | ----- | ----- |
| Davidson..... | 577 | 437 | 39 | ----- | 2 | 2 |
| Forsyth..... | 1,392 | 1,126 | 121 | ----- | ----- | *(Con. 150) |
| Granville..... | 2,873 | 2,502 | 142 | ----- | ----- | ----- |
| Lincoln..... | 997 | 928 | 66 | ----- | ----- | (Probable)1 |
| Pasquotank..... | 1,319 | 1,061 | 73 | ----- | ----- | ----- |
| Rockingham..... | 2,235 | 1,541 | 103 | ----- | 1 | 1 |
| Sampson..... | 4,142 | 3,736 | 265 | 39 | 1 | 1 |
| Scotland..... | 2,746 | 2,632 | 207 | 29 | ----- | ----- |
| Surry..... | 873 | 541 | 63 | ----- | ----- | 1 |
| Union..... | 3,006 | 2,548 | 210 | ----- | ----- | 1 |
| Wilson..... | 3,844 | 2,741 | 99 | 23 | ----- | ----- |
| CITY— | | | | | | |
| Morven..... | | 1,038 | ----- | 69 | ----- | ----- |
| Cherryville..... | 146 | 204 | 40 | ----- | ----- | ----- |
| Mooreville..... | 203 | 192 | 16 | ----- | ----- | ----- |
| Mount Airy..... | 145 | 300 | 24 | 19 | ----- | ----- |
| Elm City..... | 560 | 727 | 37 | ----- | ----- | ----- |
| Total (22)..... | 39,704 | 33,733 | 2,208 | 201 | 14 | 16 |

Specials are pupils who are neither in high school nor elementary school. They have completed the latter, and are enrolled in courses that have no value for high school credit.

Anson County and the Morven Administrative Unit were given special study in the spring of 1934 at the request of the superintendents. Points were selected for four high schools in the County Unit and one in the Morven Unit (Wadesboro not included).

There is an accredited private school at Laurinburg, in Scotland County, which serves as the high school for the city. Students in the county have no way to reach the school. Scotland County, not including the city of Laurinburg, is meant here as having no high school facilities.

In this group a school population of 39,704 is without high school facilities. The 1933-1934 seventh grade enrollment was 2,208. It is reasonable to assume that a large group of these were promoted. In addition there are 201 "specials" who should be in standard schools.

* One hundred and fifty to be transported in contract vehicles, 1934-1935.

TABLE V-b. SEVENTEEN UNITS IN WHICH SOME HIGH SCHOOL COURSES ARE OFFERED BUT IN WHICH THE FACILITIES ARE TOTALLY INADEQUATE

| County—Unit | School Population 1931-'32 | Total Enrollment 1933-'34 | High School Enrollment 1933-'34 | 7th Grade Enrollment 1933-'34 | Specials 1933-'34 | School Buses | |
|---------------------|-------------------------------|------------------------------|------------------------------------|----------------------------------|----------------------|--------------|----------|
| | | | | | | 1933-'34 | 1934-'35 |
| Cabarrus..... | 2,384 | 1,673 | 36 | 113 | ----- | 2 | 2 |
| Catawba..... | 885 | 640 | 28 | 34 | 23 | 2 | 2 |
| Cleveland..... | 3,624 | 3,439 | 62 | 194 | 35 | ----- | ----- |
| Guilford..... | 2,480 | 2,049 | 220 | 223 | 24 | 18 | 17 |
| Hyde..... | 1,373 | 1,053 | 64 | 62 | ----- | 3 | 3 |
| Iredell..... | 1,900 | 1,685 | 23 | 128 | ----- | 7 | 7 |
| Lenoir..... | 2,809 | ----- | 66 | ----- | ----- | ----- | ----- |
| Mecklenburg..... | 4,817 | 3,980 | 30 | 220 | 20 | 2 | 2 |
| Orange..... | 1,805 | 1,556 | 46 | 67 | ----- | ----- | ----- |
| Pamlico..... | 1,356 | 1,020 | 39 | 61 | ----- | ----- | ----- |
| Randolph..... | 1,177 | 914 | 25 | 70 | ----- | 1 | 1 |
| Richmond..... | 3,394 | 2,262 | 70 | 153 | ----- | 1 | 2 |
| Rutherford..... | 1,924 | 1,831 | 57 | 146 | ----- | ----- | ----- |
| CITY UNITS— | | | | | | | |
| Newton..... | 204 | 243 | 33 | 12 | ----- | ----- | ----- |
| Kings Mountain..... | 311 | 275 | 73 | 2 | ----- | ----- | ----- |
| Lincolnton..... | 381 | 160 | 50 | 11 | ----- | ----- | ----- |
| Madison..... | 379 | 342 | 55 | 16 | ----- | ----- | ----- |
| Totals (17) | 31,203 | 23,140 | 967 | 1,512 | 102 | 36 | 36 |

Hyde, Lenoir and the King's Mountain Administrative Unit will have one school each to meet the requirements for standardization in 1934-1935. Rutherford has been surveyed, and the development of an accredited school at Rutherfordton was to begin with the current year and another at Forest City later.

In this group a school population of 31,203 is not served by an accredited school. There were 1,512 enrolled in the seventh grades and 102 specials are wasting time.

The per cent of high school enrollment in total enrollment in 33 Administrative Units indicate that, where the per cent is 10.5 or below, the high school population is inadequately served.

The following counties are in this group: Alamance, Beaufort, Bertie, Bladen, Brunswick, Caswell, Chatham, Columbus, Duplin, Durham, Edgecombe, Franklin, Gates, Greene, Halifax, Harnett, Hoke, Johnston, Lee, Moore, Martin, Nash, Northampton, Onslow, Pender, Person, Perquimans, Pitt, Robeson, Rowan, Vance, Wake, Wayne.

A survey for Bertie has been requested. A program has already been outlined for Halifax, and two of the proposed accredited schools have received a rating. A third location selected for this county has been made unnecessary by the transfer of the Brick School to public control, absorbing the high school enrollment of Enfield. A new consolidated school at Selma should automatically raise the Johnston County per cent in high school. Wake will have an additional accredited school this year, and has made definite plans for two more.

TABLE V-c. THIRTY-THREE COUNTIES THAT PROVIDE ONE OR MORE ACCREDITED HIGH SCHOOLS WHICH, BECAUSE OF SIZE OR LOCATION ARE INADEQUATE FOR THE POPULATIONS WHICH ARE TO BE SERVED

| Total School Population 1931-'32 | Total School Enrollment 1933-'34 | Number of High School Enrollment 1933-'34 | Total 7th Grade Enrollment 1933-'34 | Number Vehicles | |
|---|---|--|--|-----------------|----------|
| | | | | 1933-'34 | 1934-'35 |
| 144,868 | 109,461 | 48 | 7,467 | 93 | 107 |

The seventh grade enrollment, including 308 specials, is larger than the total high school enrollment. The per cent of high school enrollment in the total enrollment in this group is 6.6. The ratio of high school enrollment to school population is 4.8 per hundred.

The per cent of high school enrollment in total enrollment in seven of the remaining eight counties in this 71 is above 10.5 in each.

(Ideal per cent is 25 out of each 100.)

| <i>County</i> | <i>Per Cent H. S. Enrol. is of Total</i> | |
|-----------------|--|--|
| Gaston | 11.1 | This does not mean that availability and accessibility present no problem in these counties. |
| Hertford | 12.1 | |
| Jones | 10.8 | Bessemer City and Cherryville might combine for an accredited school. |
| Montgomery | 15.9 | |
| New Hanover.. | 14.9 | Jones lacks sufficient transportation. |
| Stanley | 16.7 | |
| Warren | 10.7 | Stanly provides three schools when one might suffice. |

Information was not available for Washington County.

The second group of counties presents a different problem. They will be treated in two subdivisions.

TABLE V-d. AVAILABILITY OF SECONDARY EDUCATION IN COUNTIES WITH NEGRO SCHOOL POPULATION OF 0 TO 499

| County | School Population 1931-'32 | Total Enrollment 1933-'34 | Number Years High School with Credit | High School Enrollment 1933-'34 | Ratio High School Enrollment to Total | 1933-'34 7th Grade Enrollment Including Specials | Number Buses | |
|-------------------|----------------------------|---------------------------|---|---------------------------------|---------------------------------------|--|--------------|----------|
| | | | | | | | 1933-'34 | 1934-'35 |
| Alexander..... | 293 | 327 | ----- | ----- | ----- | 38 | 6 | 5 |
| Alleghany..... | 101 | 110 | ----- | ----- | ----- | 12 | ----- | ----- |
| Ashe..... | 167 | 164 | ----- | ----- | ----- | 42 | ----- | ----- |
| Avery..... | 121 | 73 | 2 | 19 | 26.0 | 3 | 1 | 1 |
| Cherokee..... | 97 | 104 | ----- | ----- | ----- | ----- | ----- | ----- |
| Clay..... | 25 | 21 | ----- | ----- | ----- | ----- | ----- | ----- |
| Dare..... | 142 | 110 | 2 | 15 | 13.6 | 3 | ----- | ----- |
| Haywood..... | 148 | 97 | 2 | 29 | 23.0 | 15-15 | ----- | ----- |
| Canton..... | 75 | 68 | ----- | ----- | ----- | 6 | ----- | ----- |
| Jackson..... | 228 | 156 | ----- | ----- | ----- | 28 | 1 | 1 |
| Macon..... | 214 | 124 | ----- | ----- | ----- | 10 | 1 | ? |
| Madison..... | 118 | 71 | ----- | ----- | ----- | 5-8 | ----- | 1 |
| Mitchell..... | 10 | 10 | ----- | ----- | ----- | ----- | ----- | ----- |
| Swain..... | 58 | 54 | ----- | ----- | ----- | 10 | ----- | ----- |
| Transylvania..... | 305 | 184 | 2 | 36 | 16.4 | 15 | ----- | ----- |
| Watauga..... | 41 | 65 | ----- | ----- | ----- | ----- | ----- | ----- |
| Yadkin..... | 300 | 297 | ----- | ----- | ----- | 45 | ----- | ----- |
| Yancey..... | 53 | *42 | ----- | ----- | ----- | ----- | ----- | ----- |
| Graham..... | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Totals..... | 2,496 | 2,077 | ----- | 99 | 4.7 | 299-23 | ----- | ----- |
| | 1,705 | 1,545 | (No high school facilities of any kind) | ----- | ----- | ----- | ----- | ----- |

*Approximate.

Four of this eighteen offer two years of high school work each. In the other 14 there are 1,705 in the school population and 1,545 in the total enrollment, with no available high school offerings.

TABLE V-e. COUNTIES WITH SCHOOL POPULATIONS OF 500 TO 999

| County | School Population 1931-'32 | Total Enrollment 1933-'34 | Number Years High School with Credit | High School Enrollment 1933-'34 | Ratio High School Enrollment to Total | 1933-'34 7th Grade Enrollment Including Specials | Number Buses | |
|------------------------------------|-------------------------------|------------------------------|--|------------------------------------|--|--|--------------|----------|
| | | | | | | | 1933-'34 | 1934-'35 |
| Caldwell..... | 380 | 284 | | | | | | 1 |
| Lenoir..... | 327 | 319 | 3½ | 83 | 26.0 | 29 | | |
| Camden..... | 885 | 710 | | | | 26 | | |
| Carteret..... | 897 | 690 | *4 | 125 | 18.0 | 67 | 1 | 1 |
| Currituck..... | 862 | 705 | *4 | 122 | 14.7 | 40 | 3 | 3 |
| Davie..... | 809 | 669 | 3½ | 70 | 10.5 | 45 | | |
| Henderson..... | 246 | 202 | | | | 18 | 2 | 3 |
| Hendersonville..... | 475 | 276 | 2 | 55 | 19.9 | | | |
| McDowell..... | 967 | 264 | | | | 16-15 | | |
| Marion..... | | 223 | 3 | 37 | 16.7 | 27 | | |
| Polk..... | 324 | | No report | | | | | |
| Tryon..... | 227 | 160 | 3½ | 83 | 34.1 | 13 | | |
| Stokes..... | 616 | 567 | | 26 | 4.5 | 37 | | |
| Tyrrell..... | 811 | †657 | *4 | 87 | 13.2 | ? | 2 | 2 |
| Wilkes..... | 999 | †954 | *4 | 180 | 18.9 | 11 | 3 | 3 |
| All..... | 8,825 | 7,007 | | 868 | 12.4 | 329 | 11 | 13 |
| Number high school facilities..... | 2,627 | 2,027 | | | | | | |
| Number accredited facilities..... | 1,647 | and Polk | | | | | | |

*Accredited, 2,629.

†Estimate on basis of previous year

In this group there are already four accredited high schools at Beaufort, Snowden, Columbia, and Wilkesboro. These enroll 514 of the total 868. They will use nine of the proposed 13 busses. Their school population is 3,569 and total enrollment is 3,006. Five have no high school facilities.

Experience has shown that a school population of 500 to 800 is necessary for the development of a four-year accredited high school if the population is concentrated in a small area. If it is scattered over a wide area such as the ordinary county the requirement is 800 to 1,000 between the ages 6-21.

The four accredited schools in this group range in school population from 811 to 999. In Polk County the Negro population of 551 is concentrated around Tryon. An accredited school may be possible here.

III. SOME FINDINGS, OBSERVATIONS AND RECOMMENDATIONS

A. SOME FINDINGS AND OBSERVATIONS

1. The development of high school facilities for Negro children in North Carolina has established a record that is a just cause for pride.
 - a. First accredited high schools..... 11 in 1919
 - b. First public accredited high schools..... 4 in 1923
 - c. Number of public accredited high schools..... 106 in 1934
 - d. Total public and private accredited high schools..... 116 in 1934
 - e. Robeson County has five public accredited high schools for Negroes.

| | 1924 | | 1934 | |
|--------------------------------|---------------|----------------|---------------|----------------|
| | <i>Public</i> | <i>Private</i> | <i>Public</i> | <i>Private</i> |
| Number accredited schools..... | 14 | 6 | 106 | 10 |
| Total enrollment | 2,715 | 2,652 | 23,550 | 1,159 |
| Total number graduates..... | 380 | 542 | 3,085 | 197 |

- f. Total number high schools accredited, 129, 1919-1934.
- g. North Carolina's per cent of total accredited high schools for Negroes in 15 Southern States, 1930, 26 per cent of 338.
2. This program for providing secondary school facilities for Negroes has reached the point where any further steps without intelligent planning for the entire State would probably involve waste of effort and money.
- a. Data on 71 counties each of which has a total Negro school population of 1,000 or more.
- (1) Seventeen county and five city administrative units reported no high school facilities for Negroes in 1933-1934. (School pop., 39,704.)
 - (2) Thirteen county and four city administrative units did not support accredited high schools for Negroes in 1933-1934. (School pop., 31,203.)
 - (3) Thirty-three counties provide 48 accredited high schools to serve a total school population (6-21) of 144,868. This is entirely inadequate because of size of county and distribution of population.
 - (4) Seven counties have a ratio of high school enrollment to total enrollment which is above 10.5 to 100.
- b. Twenty-nine counties with school populations ranging from 0-999.
- (1) Eighteen counties have Negro school populations ranging from 0 in Graham to 305 in Transylvania.
 - (2) Eleven counties have Negro school populations ranging from 551 in Polk to 999 in Wilkes.
- Fourteen of these counties with a school population of 1,705 offer no high school facilities for Negroes.
- Four counties (791 school population) offer two years each.
- Four counties have one accredited high school each.
- Three counties have one 4-year non-accredited high school each.
- One county has one 3-year high school.
- One county has one 2-year high school.
- Two counties offer no high school facilities.
- c. Of 8,825 Negro children (6-21) 3,569 have accredited high schools available.
- 1,460 have 3½ years of high school education available.
- 967 have 3 years available.
- 475 have 2 years available.
- 2,127 have no years available.
- d. For the 33 counties supporting 48 accredited schools which serve a school population of 144,868 it is impossible to give definite figures as to the number in the population not served. The per cent of high school

enrollment to total enrollment in these counties ranges from 2.0 in Edgecombe to 10.5 in Columbus.

- e. A study made by Mr. N. C. Newbold in the summer of 1934 discovered 3,580 boys and girls in 42 counties who are eligible for high school and desire to attend, but have no way to attend because their parents are unable to transport them or pay for room and board in a community in which a high school is located.
- f. There are 605 "special" students enrolled in elementary schools being taught some high school courses without credit.
- g. A conservative estimate of the number who are eligible for and desire to go to high school but lack available and accessible facilities at public expense is 5,000.
- h. A total school population of 78,659 and a total enrollment of 62,951 are provided no high school facilities in some cases and no accredited high school facilities in any case. The seventh grade enrollment in these units for 1933-1934 was 4,231.
- i. The above total does not include those in the 33 counties which provide one or more accredited high schools at present, but whose school populations are inadequately served.

B. RECOMMENDATIONS

Providing transportation and more schoolrooms involves capital outlay and is therefore a distinctively administrative problem. At the same time this provision is essential to any adequate solution of the problems involved in availability and accessibility as described herein. The following recommendations are made:

1. That the twenty-two units in Table V-a which report no high school facilities for Negro children receive immediate and tangible assistance as follows:
 - a. Craven develop the two schools already selected.
 - b. Lincoln co-operate with the city of Lincolnton and furnish transportation to the school at Lincolnton for all children in the county who wish to attend high school. Add needed rooms.
 - c. Children From Cherryville be transported to the high school at Bessemer City.
 - d. Surry County and Mt. Airy combine in supporting an accredited school at Mt. Airy.
 - e. An accredited high school be developed at Elm City for northern Wilson County.
 - f. An accredited high school be developed at Mooresville for southern Iredell.
 - g. The remaining units in this group be surveyed to determine the location for one or more additional accredited high schools with the provision for additional rooms where needed or transportation where it is more economical.

2. That the seventeen units in Table V-b which report no accredited high school facilities make provisions as follows:
 - a. Cabarrus concentrate its immediate efforts at Kannapolis.
 - b. Catawba concentrate its immediate efforts at Newton, and that the high school pupils from Catawba and vicinity be transported to Newton.
 - c. Cleveland concentrate its immediate efforts at Lawndale.
 - d. Mecklenburg concentrate its immediate efforts at Cornelius.
 - e. Orange concentrate its immediate efforts at Hillsboro.
 - f. Pamlico concentrate its immediate efforts at Bayboro.
 - g. Richmond concentrate its immediate efforts at Ellerbe.
 - h. Guilford combine the high school efforts of the Florence and the J. B. Woody schools, and the high school pupils from the northern and eastern sections of Guilford be transported to the nearest accredited school.
 - i. Randolph co-operate with Asheboro in the one school already accredited at Asheboro.
 - j. Madison develop its own school and serve northeastern Rockingham.
 - k. Iredell concentrate at Mooresville for the southern part of the county.
 - l. That additional accredited schools or transportation be furnished in accordance with best economy.
3. The schools listed in Tables V-d and V-e constitute a peculiar problem because of the sparsity of population and their general isolation. It is recommended that the counties in these groups combine where possible and feasible for one central school. That, where this combining is not possible or practicable, one, two, or three years of high school education be offered in the county, with transportation where necessary. That those students who complete the courses offered locally and wish to be graduated from an accredited school be provided transportation and maintenance free at a State-supported institution to which an accredited high school is accessible. These follow:
 - a. The consolidated school at Sylva, in Jackson County, serve as the high school for the pupils of Jackson, Macon, Swain, and Haywood. A radius of twenty miles would include the greater part of these pupils. A school population of 569 would be served here.
 - b. Transylvania transport its high school pupils to Hendersonville.
 - c. Cherokee and Clay offer two years at Murphy. Students wishing to go further be provided with transportation and maintenance at the State-supported institution at Winston-Salem so that they can attend the Atkins High School in Winston-Salem.
 - d. Ashe, Alleghany, Avery, and Madison offer two years each in the largest school. That those wishing further training be provided facilities at Winston-Salem.
 - e. Alexander and Yadkin offer three years at Taylorsville and Yadkinville respectively. That the fourth year be provided at Winston-Salem for those who wish to attend.
 - f. Dare offer two years and those wishing to go further be provided facilities at the State Normal School at Elizabeth City.

- g. Mitchell, Watauga, Yancey and the city of Canton, with less than 75 in the school population, in each case offer no high school courses. Those wishing high school facilities be provided them at Winston-Salem.

The following for the units listed in Table V-e:

- a. Caldwell and the city of Lenoir develop an accredited high school at Lenoir.
 - b. Camden high school pupils be transported to Snowden in Currituck.
 - c. Davie develop one high school at Mocksville.
 - d. Henderson and Hendersonville develop one high school at Hendersonville.
 - e. McDowell develop one high school at Marion.
 - f. Polk and the city of Tryon develop one high school at Tryon.
 - g. Stokes develop one high school at Walnut Cove.
4. The chief needs in the 33 counties already supporting one or more accredited schools is for more classrooms and transportation. There are one, two, and three-year high schools in many of these counties which might be developed. There are small high schools in many of these counties which should receive special attention and effort toward assisting them to become accredited. There are also many small schools which are mere expedients until transportation is provided. It is recommended that new buildings, additional classrooms and transportation, any one or all, be provided after careful study as to centers of Negro population, proximity, and accessibility of existing accredited schools, size of school population, and present distribution of enrollment in school and grades.
 5. It is recommended that all "specials" be furnished adequate high school facilities at once.
 6. It is recommended that small schools in the 71 counties where the school population is above 1,000 which are located where there is no possibility for growth into an accredited school be eliminated at once.
 7. It is recommend that transportation and adequate classroom space in any and all areas where no high school facilities are provided at present be given first consideration in any program to make available and accessible adequate high school facilities for Negro children.

CHAPTER III

RAISING THE AVERAGE SCHOLARSHIP LEVEL OF
TEACHERS

The Committee dealing with the topic "Raising the Average Scholarship Level of Negro Teachers in North Carolina," presents the following report. This material is presented under two main topics. The first portion deals with the status of the Negro teachers and information showing what they are doing to raise their scholarship level. The second section deals with the five public institutions of higher learning showing receipts, operating costs and enrollment. This report includes five tables of data, a brief summary emphasizing the significance of these tables, and recommendations of the Committee.

TABLE I. NUMBER OF EACH KIND OF CERTIFICATE HELD BY
NORTH CAROLINA TEACHERS

| Type of Certificate | 1921-'22 | 1924-'25 | 1927-'28 | 1930-'31 | 1933-'34 |
|----------------------------------|----------|----------|----------|----------|----------|
| County Second..... | 1,567 | 1,002 | 748 | 411 | ----- |
| Provisional B..... | 350 | 270 | 2 | 4 | ----- |
| Provisional A..... | 342 | 365 | 99 | 25 | ----- |
| Temporary..... | 47 | 660 | 799 | 447 | ----- |
| Totals..... | 2,306 | 2,297 | 1,648 | 887 | 597 |
| Provisional Elementary..... | 168 | 128 | 252 | ----- | ----- |
| Elementary B..... | 1,342 | 1,466 | 1,332 | 916 | 318 |
| Totals..... | 1,510 | 1,594 | 1,584 | 916 | 318 |
| Elementary A..... | 68 | 369 | 850 | 1,201 | 1,316 |
| Primary and Grammar Grade C..... | 475 | 460 | 474 | 699 | 912 |
| High School C..... | 44 | 144 | 162 | 81 | 42 |
| Totals..... | 519 | 604 | 636 | 780 | 954 |
| Primary and Grammar Grade B..... | 24 | 170 | 656 | 1,131 | 1,657 |
| High School B..... | 14 | 100 | 174 | 210 | 346 |
| Totals..... | 38 | 270 | 830 | 1,341 | 2,003 |
| Primary and Grammar Grade A..... | 10 | 17 | 76 | 251 | 416 |
| High School A..... | 21 | 99 | 279 | 557 | 747 |
| Totals..... | 31 | 116 | 355 | 808 | 1,163 |

TABLE I.—*Continued*

| Type of Certificate | 1921-'22 | 1924-'25 | 1927-'28 | 1930-'31 | 1933-'34 |
|----------------------------|----------|----------|----------|----------|----------|
| Elementary Principal..... | | | 1 | 6 | 21 |
| High School Principal..... | 55 | 55 | 48 | 95 | 154 |
| Supervisor..... | 5 | 2 | 5 | 5 | 7 |
| Superintendent..... | 1 | 2 | 2 | 4 | 3 |
| Special..... | 21 | | | | |
| Totals..... | 82 | 59 | 56 | 110 | 185 |
| Grand totals..... | 4,554 | 5,309 | 5,959 | 6,043 | 6,536 |
| TRAINING INDEX: | | | | | |
| Totals..... | 351.7 | 396.0 | 464.4 | 553.0 | 605.5 |
| Rural..... | | 354.5 | 413.4 | 505.0 | 569.7 |
| Charter..... | | 532.7 | 620.9 | 678.8 | 704.5 |

TABLE II. NUMBER AND PERCENTAGE OF NEGRO TEACHERS AT THE SEVERAL LEVELS OF TRAINING

| | 1921-'22 | 1924-'25 | 1927-'28 | 1930-'31 | 1933-'34 |
|-------------------------------|----------------|----------|----------|----------|----------|
| Two Years of High School... | Number. 1,567 | 1,002 | 748 | 411 | ----- |
| | Per Cent. 34.4 | 18.9 | 12.8 | 6.8 | ----- |
| Three Years of High School... | Number. 739 | 1,295 | 900 | 476 | 597 |
| | Per Cent. 16.3 | 24.4 | 15.1 | 7.8 | 9.1 |
| Four Years of High School... | Number. 1,510 | 1,594 | 1,584 | 916 | 318 |
| | Per Cent. 33.1 | 30.0 | 26.6 | 15.2 | 4.9 |
| One Year of College..... | Number. 68 | 369 | 850 | 1,201 | 1,316 |
| | Per Cent. 1.5 | 6.9 | 14.3 | 19.9 | 20.1 |
| Two Years of College..... | Number. 519 | 604 | 636 | 780 | 954 |
| | Per Cent. 11.4 | 11.4 | 10.7 | 12.9 | 14.6 |
| Three Years of College..... | Number. 38 | 270 | 830 | 1,341 | 2,003 |
| | Per Cent. .8 | 5.1 | 13.9 | 22.2 | 20.7 |
| Four Years of College..... | Number. 113 | 175 | 411 | 918 | 1,348 |
| | Per Cent. 2.5 | 3.3 | 6.9 | 15.2 | 20.6 |

TABLE III-a. INDEX OF SCHOLARSHIP OF WHITE TEACHERS FOR THE PAST 10 YEARS

(Each 100.0 points equals 1. year of training beyond elementary school.
Example: Index 700.0 equals 4 years high school plus 3 years college.)

| | 1924-'25 | 1925-'26 | 1926-'27 | 1927-'28 | 1928-'29 | 1929-'30 | 1930-'31 | 1931-'32 | 1932-'33 | 1933-'34 |
|------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| North Carolina.. | 552.4 | 579.1 | 605.4 | 630.3 | 652.0 | 676.1 | 692.0 | 705.8 | 715.9 | 728.0 |
| Rural..... | 507.3 | 536.8 | 564.4 | 593.8 | 619.3 | 647.5 | 667.6 | 684.1 | 697.7 | 714.6 |
| City..... | 689.6 | 708.8 | 724.3 | 734.5 | 743.6 | 750.4 | 756.6 | 762.5 | 766.1 | 769.9 |

TABLE III-b. INDEX OF SCHOLARSHIP OF COLORED TEACHERS FOR THE PAST 10 YEARS

(Explanation same as III-a above)

| | 1924-'25 | 1925-'26 | 1926-'27 | 1927-'28 | 1928-'29 | 1929-'30 | 1930-'31 | 1931-'32 | 1932-'33 | 1933-'34 |
|------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| North Carolina.. | 395.9 | 418.2 | 436.8 | 464.5 | 493.9 | 525.7 | 553.0 | 570.5 | 589.8 | 605.5 |
| Rural..... | 354.4 | 374.2 | 387.5 | 413.4 | 443.2 | 476.2 | 505.5 | 525.1 | 550.1 | 569.7 |
| City..... | 532.7 | 562.7 | 591.1 | 620.9 | 644.3 | 662.7 | 678.8 | 690.5 | 702.9 | 704.5 |

TABLE IV. OUTPUT OF NEGRO COLLEGES OF NORTH CAROLINA

| | 1925 | 1926 | 1927 | 1928 | 1929 | 1930 | 1931 | 1932 | 1933 | 1934 | Totals |
|--------------------------------|------|------|------|------|------|------|------|------|------|------|--------|
| A. and T. College..... | 24 | 51 | 45 | 56 | 63 | 59 | 20 | 21 | 27 | 42 | 408 |
| Bennett College..... | | | | | | 4 | 20 | 18 | 16 | 22 | 80 |
| Brick Junior College..... | | | 11 | 12 | 13 | 16 | 14 | 17 | 26 | | 109 |
| Elizabeth City Normal..... | 17 | 28 | 20 | 66 | 72 | 102 | 80 | 49 | 59 | 89 | 582 |
| Fayetteville Normal..... | 24 | 21 | 33 | 66 | 94 | 107 | 86 | 52 | 45 | 53 | 581 |
| J. C. Smith University..... | 14 | 15 | 25 | 28 | 39 | 31 | 73 | 51 | 49 | 57 | 382 |
| Kittrell College..... | | | | | | | 12 | 9 | 43 | 36 | 100 |
| Livingstone College..... | 80 | 67 | 90 | 51 | 35 | 48 | 23 | 25 | 23 | 19 | 461 |
| N. C. College for Negroes..... | | | | | 16 | 18 | 38 | 14 | 31 | 31 | 148 |
| St. Augustine College..... | | | | | | | 12 | 16 | 23 | 31 | 82 |
| Shaw University..... | 24 | 27 | 32 | 51 | 51 | 55 | 49 | 54 | 48 | 21 | 412 |
| Barber-Scotia College..... | | | | | | | | | | 27 | 27 |
| Winston-Salem College..... | 22 | 58 | 48 | 35 | 64 | 80 | 89 | 51 | 51 | 62 | 560 |
| Totals..... | 205 | 267 | 304 | 365 | 447 | 520 | 516 | 377 | 441 | 490 | 3,932 |

TABLE V-a. AGRICULTURAL AND TECHNICAL COLLEGE

| | 1926-'27 | 1927-'28 | 1928-'29 | 1929-'30 |
|---------------------------------------|------------|------------|------------|------------|
| 1. Expenditures: | | | | |
| a. All sources | \$ 154,011 | \$ 160,773 | \$ 156,178 | \$ 154,643 |
| b. Own receipts | 89,049 | 89,741 | 91,949 | 97,268 |
| c. Appropriation | 64,962 | 71,032 | 64,229 | 57,375 |
| 2. Per capita costs: | | | | |
| a. All sources | \$ 337 | \$ 341 | \$ 358 | \$ 335 |
| b. Own receipts | 195 | 190 | 211 | 211 |
| c. Appropriation | 142 | 151 | 147 | 124 |
| 3. Enrollment: | | | | |
| a. Regular session | 385 | 396 | 362 | 328 |
| b. Summer session | 372 | 378 | 378 | 638 |
| c. Extension | *10 | *10 | *11 | *28 |
| d. Average | 457 | 471 | 436 | 462 |
| | (1925-'26) | | | |
| 4. Average number employees | 86 | 76 | (est.) 78 | 70 |
| | (1925-'26) | | | |
| 5. Number students per employee | 4.9 | 6.2 | (est.) 6 | 6.3 |

| | 1930-'31 | 1931-'32 | 1932-'33 | 1933-'34 |
|--|------------|------------|-----------|-----------|
| 1. Expenditures: | | | | |
| a. All sources | \$ 138,727 | \$ 101,915 | \$ 81,206 | \$ 84,214 |
| b. Own receipts | 84,820 | 66,403 | 55,262 | 60,931 |
| c. Appropriation | 53,907 | 35,512 | 25,944 | 23,283 |
| 2. Per capita costs: | | | | |
| a. All sources | \$ 348 | \$ 286 | \$ 316 | \$ 240 |
| b. Own receipts | 213 | 186 | 192 | 154 |
| c. Appropriation | 135 | 100 | 124 | 86 |
| 3. Enrollment: | | | | |
| a. Regular session | 328 | 275 | 250 | 315 |
| b. Summer session | *70 | *81 | 162 | 289 |
| c. Extension | | | *23 | *15 |
| d. Average | 398 | 356 | 300 | 378 |
| 4. Average number of employees | 68 | 51 | 50 | 48 |
| 5. Number of students per employee | 5.6 | 7 | 6 | 7.4 |

*Equated.

TABLE V-b. NORTH CAROLINA COLLEGE FOR NEGROES

| | 1926-'27 | 1927-'28 | 1928-'29 | 1929-'30 |
|--|------------|-----------|-----------|-----------|
| 1. Expenditures: | | | | |
| a. All sources | \$ 51,634 | \$ 66,438 | \$ 77,828 | \$ 76,806 |
| b. Own receipts | 21,637 | 32,246 | 33,711 | 36,194 |
| c. Appropriation | 29,997 | 34,192 | 44,117 | 40,612 |
| 2. Per capita cost: | | | | |
| a. All sources | \$ 234 | \$ 304 | \$ 331 | \$ 327 |
| b. Own receipts | 98 | 148 | 144 | 154 |
| c. Appropriation | 136 | 156 | 187 | 173 |
| 3. Enrollment: | | | | |
| a. Regular session | 152 | 152 | 200 | 200 |
| b. Summer session | 324 | 230 | 185 | 180 |
| c. Extension | *14 | *4 | *4 | *5 |
| d. Average | 220 | 218 | 235 | 235 |
| | (1925-'26) | | | |
| 4. Average number of employees | 22 | 25 | 25 | 28 |
| | (1925-'26) | | | |
| 5. Number of students per employee | 10.3 | 8.7 | 9.4 | 9 |

| | 1930-'31 | 1931-'32 | 1932-'33 | 1933-'34 |
|--|-----------|-----------|-----------|-----------|
| 1. Expenditures: | | | | |
| a. All sources | \$ 72,842 | \$ 63,412 | \$ 50,980 | \$ 45,896 |
| b. Own receipts | 37,443 | 34,362 | 22,744 | 21,726 |
| c. Appropriation | 35,399 | 29,050 | 28,236 | 24,170 |
| 2. Per capita costs: | | | | |
| a. All sources | \$ 343 | \$ 288 | \$ 233 | \$ 222 |
| b. Own receipts | 165 | 156 | 104 | 105 |
| c. Appropriation | 178 | 132 | 129 | 117 |
| 3. Enrollment: | | | | |
| a. Regular session | 200 | 216 | 215 | 176 |
| b. Summer session | *23 | *4 | 20 | 180 |
| c. Extension | *3 | | | |
| d. Average | 226 | 220 | 218 | 206 |
| 4. Average number of employees | 29 | 27 | 27 | 26 |
| 5. Number of students per employee | 12.4 | 10 | 8.1 | 9.8 |

*Equated.

TABLE V-c. WINSTON-SALEM TEACHERS COLLEGE

| | 1926-'27 | 1927-'28 | 1928-'29 | 1929-'30 |
|--|------------|-----------|-----------|-----------|
| 1. Expenditures: | | | | |
| a. All sources | \$ 86,985 | \$ 85,831 | \$ 95,318 | \$ 97,373 |
| b. Own receipts | 44,135 | 42,442 | 47,462 | 51,876 |
| c. Appropriation | 42,850 | 43,389 | 47,856 | 45,497 |
| 2. Per capita costs: | | | | |
| a. All sources | \$ 246 | \$ 261 | \$ 235 | \$ 255 |
| b. Own receipts | 124 | 129 | 117 | 136 |
| c. Appropriation | 122 | 132 | 118 | 119 |
| 3. Enrollment: | | | | |
| a. Regular session | 222 | 207 | 272 | 291 |
| b. Summer session | 470 | 364 | 630 | 338 |
| c. Extension | *36 | *27 | *27 | *35 |
| d. Average | 352 | 328 | 404 | 381 |
| | (1925-'26) | | | |
| 4. Average number of employees | 32 | 34 | 36 | 36 |
| | (1925-'26) | | | |
| 5. Number of students per employee | 11.2 | 9.4 | 10.6 | 10.6 |

| | 1930-'31 | 1931-'32 | 1932-'33 | 1933-'34 |
|---------------------------------------|-----------|-----------|-----------|-----------|
| 1. Expenditures: | | | | |
| a. All sources | \$ 89,826 | \$ 72,921 | \$ 56,508 | \$ 54,974 |
| b. Own receipts | 49,407 | 43,199 | 29,975 | 33,244 |
| c. Appropriation | 40,419 | 29,722 | 26,533 | 21,730 |
| 2. Per capita costs: | | | | |
| a. All sources | \$ 212 | \$ 205 | \$ 176 | \$ 155 |
| b. Own receipts | 117 | 121 | 94 | 93 |
| c. Appropriation | 95 | 84 | 82 | 62 |
| 3. Enrollment: | | | | |
| a. Regular session | 299 | 243 | 236 | 271 |
| b. Summer session | *86 | *73 | 213 | 370 |
| c. Extension | *38 | *40 | *50 | *21 |
| d. Average | 426 | 356 | 321 | 354 |
| 4. Average number of employees | 36 | 31 | 30 | 30 |
| 5. Number students per employee | 12.6 | 11.5 | 10.7 | 9.7 |

*Equated.

TABLE V-d. ELIZABETH CITY STATE NORMAL SCHOOL

| | 1926-'27 | 1927-'28 | 1928-'29 | 1929-'30 |
|---|------------|-----------|-----------|-----------|
| 1. Expenditures: | | | | |
| a. All sources..... | \$ 77,823 | \$ 81,987 | \$ 71,161 | \$ 70,977 |
| b. Own receipts..... | 40,851 | 44,939 | 36,762 | 37,338 |
| c. Appropriation..... | 36,972 | 37,048 | 34,399 | 33,639 |
| 2. Per capita costs: | | | | |
| a. All sources..... | \$ 168 | \$ 175 | \$ 154 | \$ 182 |
| b. Own receipts..... | 88 | 96 | 79 | 96 |
| c. Appropriation..... | 80 | 79 | 75 | 86 |
| 3. Enrollment: | | | | |
| a. Regular session..... | 260 | 348 | 344 | 285 |
| b. Summer session..... | 402 | 532 | 532 | 450 |
| c. Extension..... | *35 | *30 | *30 | *30 |
| d. Average..... | 462 | 476 | 463 | 390 |
| | (1925-'26) | | | |
| 4. Average number of employees..... | 46 | 41 | 40 | 36 |
| | (1925-'26) | | | |
| 5. Number of students per employee..... | 10.6 | 11.4 | 11.3 | 10.8 |

| | 1930-'31 | 1931-'32 | 1932-'33 | 1933-'34 |
|---|-----------|-----------|-----------|-----------|
| 1. Expenditures: | | | | |
| a. All sources..... | \$ 56,022 | \$ 41,322 | \$ 38,372 | \$ 37,644 |
| b. Own receipts..... | 29,299 | 22,542 | 21,141 | 29,308 |
| c. Appropriation..... | 26,723 | 18,780 | 17,231 | 8,336 |
| 2. Per capita costs: | | | | |
| a. All sources..... | \$ 173 | \$ 174 | \$ 158 | \$ 127 |
| b. Own receipts..... | 90 | 97 | 87 | 99 |
| c. Appropriation..... | 83 | 77 | 71 | 28 |
| 3. Enrollment: | | | | |
| a. Regular session..... | 246 | 175 | 190 | 225 |
| b. Summer session..... | *43 | *49 | 220 | 300 |
| c. Extension..... | *35 | *16 | *15 | *20 |
| d. Average..... | 324 | 240 | 242 | 295 |
| 4. Average number of employees..... | 29 | 25 | 27 | 22 |
| 5. Number of students per employee..... | 15 | 9.5 | 8.9 | 10.5 |

*Equated.

TABLE V-e. FAYETTEVILLE STATE NORMAL SCHOOL

| | 1926-'27 | 1927-'28 | 1928-'29 | 1929-'30 |
|---------------------------------------|------------|-----------|-----------|-----------|
| 1. Expenditures: | | | | |
| a. All sources | \$ 82,149 | \$ 76,044 | \$ 78,811 | \$ 72,145 |
| b. Own receipts | 46,331 | 42,253 | 44,598 | 38,569 |
| c. Appropriation | 35,818 | 33,791 | 34,213 | 33,576 |
| 2. Per capita costs: | | | | |
| a. All sources | \$ 170 | \$ 169 | \$ 157 | \$ 155 |
| b. Own receipts | 96 | 94 | 89 | 83 |
| c. Appropriation | 74 | 75 | 68 | 72 |
| 3. Enrollment: | | | | |
| a. Regular session | 366 | 303 | 326 | 318 |
| b. Summer session | 624 | 738 | 900 | 744 |
| c. Extension | *12 | *24 | *24 | *21 |
| d. Average | 482 | 450 | 500 | 463 |
| | (1925-'26) | | | |
| 4. Average number of employees | 44 | 40 | 42 | 44 |
| | (1925-'26) | | | |
| 5. Number students per employee | 11.1 | 11.2 | 11 | 10.5 |

| | 1930-'31 | 1931-'32 | 1932-'33 | 1933-'34 |
|--|-----------|-----------|-----------|-----------|
| 1. Expenditures: | | | | |
| a. All sources | \$ 64,026 | \$ 52,099 | \$ 43,010 | \$ 43,973 |
| b. Own receipts | 33,415 | 30,353 | 27,212 | 36,023 |
| c. Appropriation | 30,611 | 21,746 | 15,798 | 7,950 |
| 2. Per capita costs: | | | | |
| a. All sources | \$ 148 | \$ 142 | \$ 118 | \$ 100 |
| b. Own receipts | 77 | 83 | 75 | 82 |
| c. Appropriation | 71 | 59 | 43 | 18 |
| 3. Enrollment: | | | | |
| a. Regular session | 290 | 272 | 246 | 325 |
| b. Summer session | *111 | *93 | 594 | 647 |
| c. Extension | *31 | | *20 | |
| d. Average | 432 | 365 | 363 | 437 |
| 4. Average number of employees | 32 | 31 | 29 | 27 |
| 5. Number of students per employee | 13.5 | 12.2 | 12.5 | 10.7 |

*Equated.

1. SOME FINDINGS AND OBSERVATIONS

In the first part of the report data were presented to show the present status of the Negro teaching personnel and to bring out the response which the Negro teachers and prospective teachers have given to the opportunities afforded to raise their scholarship levels.

- a. Table I shows the number and kind of certificates held by the Negro teachers of North Carolina during the school years of 1921-1922, 1924-1925, 1927-1928, 1930-1931, 1933-1934.
- b. Table II shows the number and percentage of Negro teachers at the several levels of training. This information is given at intervals of three years from 1921-1922 to 1933-1934.
- c. Table III shows the index of scholarship for both white and Negro teachers for each year of the period 1924-1925 to 1933-1934. Each 100 of this index figure represents one year of training above the elementary school. For example, index figure 400 represents high school graduation and 600 represents two years of college training.
- d. Table IV shows output of Negro colleges both private and public for each year of the period 1925-1934.

In the second part facts have been assembled to show the provision which the State is making for the Negro teachers to improve their scholarship. These figures were gathered from the reports of the Budget Commission.

- e. Table V shows the sources of revenue, costs of operation and enrollment of the five public institutions of higher learning for the period 1926-1927 to 1933-1934.

2. RECOMMENDATIONS

- a. It appears from Table IV that the five State institutions of higher learning are turning out about 300 graduates. With the present rise in the enrollment the output will reach 500 within the next few years. Concurrently the private colleges will be graduating a larger number of students. Thus it seems that it would be well for the public institutions to give some emphasis to the improvement of the quality of their output. The following suggestions are given:

- (1) Careful selection and guidance of students who are to become teachers.
- (2) Give sufficient time and materials in the college course to overcome all apparent shortages of the prospective teacher. According to judgment of the Normal School presidents, this cannot be done in a two-year course. With little additional costs the courses at Fayetteville and Elizabeth City Normal Schools could be expanded to three years and dovetail with work offered at Winston-Salem Teachers College. This would give a much more effective worker for the elementary schools. Under the present scheme the certificate rating for this three-year graduate would be the same as is now given to the graduates of the two-year specialized course. Naturally many of those students have had a rather restricted course in the elementary and high schools, and this shortage should

be provided for in the Normal School Course. Moreover, with this expansion in the course a more effective treatment could be given to those subjects dealing with rural life.

- (3) The institution should keep in close touch with all graduates during their first year at work. A field worker, who might also offer extension class courses, would be most worth while in helping to place these graduates and in guiding them during the beginning year.
- b. According to figures presented in Table V the tendency seems to be for the State to retrench in appropriations and thereby cause the public institutions to depend more largely upon their own receipts. While this has been necessary to a measure, it does seem that the three institutions training elementary teachers have had to carry a rather heavy proportion of their total budget. It does not seem reasonable that Fayetteville State Normal School could have operated on \$18 per capita from State appropriations without tremendously overloading the instructors and thus impairing the instruction and scholarship of its output.
- c. In service training (summer schools and extension classes) should be largely self-supporting. Extension work, however, should not be regarded as an extra curricular activity for which the instructor receives no compensation. This service should be figured as a portion of his teaching load. Certainly the summer schools should not be expected to collect more from instruction fees than the total instruction budget, as was the case during the 1934 session in all three public institutions for the training of elementary teachers.

| | <i>Winston-Salem</i> | <i>Fayetteville</i> | <i>Elizabeth City</i> |
|---------------------------------|----------------------|---------------------|-----------------------|
| 1. Receipts (student fees)..... | \$3,119.25 | \$2,811.00 | \$2,670.00 |
| 2. Costs (instructional) | 2,135.90 | 1,921.60 | 1,001.34 |

The Committee is not trying to evaluate effectiveness of instruction in terms of per capita cost, but it has a strong conviction that too restricted support means overloaded and under-paid instructors and consequently a lower level of scholarship for the output.

CHAPTER IV

EIGHT MONTHS TERM FOR EVERY SCHOOL

The Committee on the *Eight Months Term for Every School* has made a careful study as to the practice of the counties in the State with reference to the length of the school term for the Negro schools.

It has been interesting to note the influence of the law which was enacted for the school year 1933-1934, which lengthened the school term throughout the State to eight months. For example:

| | |
|--|---------|
| 1932-1933—Number colored children in eight months schools..... | 88,191 |
| 1933-1934—Number colored children in eight months schools..... | 175,543 |

Thus it may be seen that in the first year the State took over the schools there was an increase of children in eight months schools of approximately 100 per cent.

It will be interesting to note the rapid decrease in the number of children attending school in six months schools the year immediately following the enactment of the state-wide eight months school term.

| | |
|---|---------|
| 1932-1933—Number colored children in six months terms..... | 105,652 |
| 1933-1934—Number colored children in six months terms..... | 5,565 |
| Therefore, a decrease in number of children in six months terms.... | 100,087 |
| 1932-1933—Number colored children in seven months terms..... | 8,575 |
| 1933-1934—Number colored children in seven months terms..... | 21,257 |

This shows an increase in one year of 12,682 children who attended school for an extended term of one month.

It is presumed that the shortened term is due to the indifference of the county officials or to the patrons themselves, or to both.

From an economic standpoint, to say nothing of the loss in educational advantages, Table I, under the caption Data for 1933-1934, shows that there were counties in the State, for example, Union and Northampton, whose loss in salaries for colored teachers was in the neighborhood of \$5,000.

However, the outlook for 1934-1935 appears to be brighter. The records at present available show only six counties which are definitely planning to have shortened school terms for Negro children. The counties concerned are Chowan, Granville, Iredell, Jones, Scotland, and Union. It is likely that there may be others, inasmuch as the records for all the counties were not to be had at the present time. At any rate the record for 1934-1935 shows very great improvement over 1933-1934. It is believed further that the counties which are now laggard in respect to their responsibility to their colored children will awake to their opportunities and avail themselves of the advantages to be had for them.

The facts herewith used were secured from the State Department of Public Instruction and the State School Commission.

TABLE I. DATA FOR 1933-1934

| Unit | Schools | Teachers | Amount | Teacher Days Short |
|-------------------|---------|----------|--------------|--------------------|
| Alamance..... | 2 | 2 | \$ 162.00 | 60 |
| *Anson..... | 16 | 3 | 1,550.75 | 640 |
| *Morven..... | 1 | 21 | 1,061.50 | 420 |
| Beaufort..... | 1 | 1 | 80.00 | 40 |
| *Bertie..... | 11 | 16 | 684.00 | 355 |
| Brunswick..... | 1 | 1 | 294.40 | †128 |
| Cabarrus..... | 2 | 4 | 76.87 | 35 |
| Catawba..... | 1 | 1 | 167.00 | 80 |
| Chatham..... | 1 | 1 | 31.50 | 18 |
| Chowan..... | 1 | 2 | 196.00 | 80 |
| Cleveland..... | 1 | 1 | 52.50 | 30 |
| Columbus..... | 1 | 2 | 384.00 | 160 |
| Craven..... | 2 | 2 | 57.00 | 30 |
| *Cumberland..... | 30 | 41 | 2,239.84 | 940 |
| Durham..... | 1 | 1 | 60.00 | 24 |
| Franklin..... | 1 | 1 | 26.25 | 15 |
| *Granville..... | 38 | 52 | 2,147.00 | 1,040 |
| Oxford..... | 1 | 1 | 61.25 | 35 |
| *Greene..... | 18 | 52 | 2,457.44 | 1,040 |
| Halifax..... | 3 | 3 | 58.50 | 30 |
| Harnett..... | 2 | 2 | 84.00 | 40 |
| *Iredell..... | 23 | 34 | 3,012.50 | 1,360 |
| *Jones..... | 18 | 23 | 1,535.50 | 740 |
| Lee..... | 2 | 3 | 210.00 | 120 |
| Lenoir..... | 1 | 1 | 46.00 | 20 |
| *Northampton..... | 38 | 87 | 5,929.83 | 2,600 |
| Pamlico..... | 1 | 1 | 116.00 | 40 |
| Pender..... | 3 | 4 | 38.35 | 19 |
| *Pitt..... | 52 | 92 | 2,115.64 | 920 |
| Randolph..... | 3 | 3 | 57.00 | 30 |
| Rockingham..... | 1 | 2 | 21.25 | 10 |
| Madison City..... | 1 | 1 | 43.75 | 25 |
| Rowan..... | 2 | 2 | 94.00 | 40 |
| Rutherford..... | 1 | 1 | 105.00 | 60 |
| *Sampson..... | 7 | 19 | 517.85 | 204 |
| *Scotland..... | 25 | 61 | 2,198.32 | 1,220 |
| Stokes..... | 1 | 1 | 23.30 | 12 |
| Surry..... | 1 | 1 | 35.00 | 20 |
| Swain..... | 1 | 1 | 84.00 | 40 |
| *Union..... | 37 | 58 | 4,963.68 | 2,380 |
| Watauga..... | 1 | 1 | 210.00 | 120 |
| *Wayne..... | 35 | 63 | 2,895.50 | 1,260 |
| Wilkes..... | 2 | 2 | 114.00 | 60 |
| Totals (43)..... | 391 | 700 | \$ 36,298.27 | 16,540 |

† Allotment covered only 32 days.

The distribution of these short terms, teachers and funds is concentrated. Of the 43 units, 29 units have fewer than four teachers or less, and three schools or less per unit in such schools. The remaining 14 units have 10 schools or more and 10 teachers or more in short terms:

| | | | | |
|----------------|-----|-----|-------------|--------|
| 14 Units | 349 | 651 | \$33,309.35 | 15,119 |
| 29 Units | 42 | 49 | 2,988.92 | 1,421 |

1. SOME FINDINGS AND OBSERVATIONS

- a. The 1933 school law which provided a state-wide eight months school term increased very substantially the number of Negro children who attended school for eight months. In 1932-1933, the last year before the enactment of the law, 88,191 children attended school for eight months, while in 1933-1934, the first year of the operation of the law, 175,543 children attended schools for eight months. In 1932-1933 there were 105,652 children enrolled in six months schools, whereas in 1933-1934 there were only 5,565 who had no more than a six months school.
- b. The 1933 school law left with the discretion of the State School Commission or the County Board of Education whether any school would be operated for the last 40 days of the 160 days provided in the school term. For some reason, during the school year 1933-1934 in 41 counties there were Negro schools which operated for less than eight months. This represented 391 individual schools and involved 700 teachers. The data for 1934-1935 are incomplete, but at the present time only six counties have reported there will be Negro schools which will be operated for a term of less than eight months. These counties are Chowan, Granville, Iredell, Jones, Scotland, and Union.
- c. Except for the possibility of abuse in the discretionary power vested in the State School Commission or the County Board of Education the 1933 school law pretty largely solves the question of a minimum eight months school term.

2. RECOMMENDATIONS

The recommendation is simply that (1) in the exercise of its discretionary power the State School Commission or the County Board of Education make no discrimination between races in determining whether an individual school would operate for a term of less than eight months, and (2) that every possible encouragement be given to have all schools operate for the minimum eight months term.

CHAPTER V

ADEQUATE BUILDINGS AND EQUIPMENT

This report is concerned with school plants—principally colored school plants—in North Carolina. The facts given are taken from the Annual Reports of the Superintendents for the scholastic years 1932-1933 and 1933-1934. The analyses, comments and observations are for clarification purposes only, and not for propaganda.

There were enrolled in the colored schools in North Carolina during the scholastic year 1932-1933 276,419 colored children; 202,817 of these were in the so-called rural schools and 73,602 were in the 67 city administrative units. These children attend school in 2,287 school buildings. The 2,102 buildings in the rural areas are valued at \$4,845,365. The 185 urban plants are valued at \$7,155,966. The average rural colored child who attends school does so in a building containing 2-1/3 rooms, costing on an average \$2,305. The city child has a building with 9-4/10 rooms, costing \$38,681. Stated in another way, his school is four times as large as the country child's and costs over four times as much per classroom.

There are 42 colored children on the average enrolled in every rural and urban classroom in North Carolina. Since home economics rooms, laboratories and other special rooms are counted in the number of classrooms, every colored child in North Carolina on the average may expect to find himself in a classroom with from 45 to 100 other children. The unused classrooms that we hear so much about at certain times were evidently not abandoned by the colored children. If, during the last school term, every colored child in rural North Carolina could have taken four dollars a month to school with him they could not only have purchased all of the school plants but could have paid the teachers' salaries as well. This would seem particularly bad if we did not know that five dollars would have paid the same bill for a whole year less than twenty years ago.

The brighter side of this picture is indicated by the following facts:

1. During the decade 1920 to 1930 over 700 modern schools were aided by the Rosenwald Fund. These, and other buildings not aided, are adequate to house half of the rural school population. While not expensive of construction, they are hygienic in their arrangement and are reasonably well equipped.

2. The State officials have always co-operated with local authorities in the construction of colored school buildings. One member of the Committee reports that in one of the last conversations he had with the late Superintendent Allen they were discussing this point. Neither of them could recall that an application for a loan with which to construct a colored school building had ever been rejected in Raleigh.

3. County superintendents as a whole are devoting a reasonably fair proportion of their time to the maintenance of colored school plants. A report on 548 of the 700-odd Rosenwald schools reveals that over \$200,000 has been

spent on their improvement. The recency of these improvements is indicated by the fact that over 60,000 was Federal money spent during the last two years. Over 100 of the 548 buildings reported on have been repainted on the inside and over 200 on the outside.

4. Twenty-one counties have recently obtained loans from the Literary Fund, or the PWA, with which to build modern colored schools. Notable among these may be mentioned the fifty new classrooms that have recently been constructed in and about Charlotte, the new \$100,000 school in Durham, the new school at Selma, the new school at Ahoskie, and complete county programs in Caswell, Davidson, and other counties. During the past two years more than a half million dollars has been allotted or spent on the construction and repair of colored school plants. This is more than was spent on all colored rural schools in North Carolina from the beginning of time to 1920.

5. The standard for colored schools has been greatly raised. The Committee knows of no building constructed within the last few years that would not qualify for aid from the Rosenwald Fund were this philanthropy still in the field.

SOME FACTS

Enrollment Colored Schools, 1932-1933—Rural, 202,817; City Administrative Units, 73,602. Total, 276,419.

Number Buildings—Rural, 2,102; City Administrative Units, 185. Total, 2,287.

Average Number of Classrooms Per School—Rural 2-1/3; City Administrative Units, 9-4/10. Total, 2.9.

Enrollment Per Classroom—Rural, 42; City Administrative Units, 41. Total, 42.

Value of Plants—Rural, \$4,845,365; City Administrative Units, \$7,155,966. Total, \$12,001,331.

I. SOME FINDINGS AND OBSERVATIONS

1. Since home economics rooms, laboratories and all special rooms are counted in the number of classrooms, every colored child in North Carolina, on the average, may expect to find himself in a classroom with from 45 to 100 hundred other children.

2. The per capita investment in colored school plants is low. If, during the last school year, every colored child in rural North Carolina could have taken four dollars a month to school with him they could not only have purchased all of their school plants but could have paid the teachers' salaries as well. Less than twenty years ago five dollars would have paid the same bill for a whole year.

3. Rigid economy, private contributions and over \$700,000 in aid from the Rosenwald Fund enabled North Carolina to inexpensively, but hygienically, house almost one-half of the rural colored school children during the decade 1920 to 1930. Approximately \$250,000 has been spent in rehabilitating these particular schools since they were constructed.

4. We are now building modern colored schools in a number of counties. Twenty-one counties have recently obtained loans from the Literary Fund or

the Public Works Administration with which to do this work. Charlotte is now completing 50 new, modern classrooms; Durham is spending \$100,000 on a new building; Selma is constructing a modern plant; Ahoskie is; Davidson, Caswell, and other counties are carrying on county-wide programs of building colored schools. During the past two years over \$500,000 has been allotted or spent on the construction and repair of colored school plants. This is more than was spent on all colored rural schools in North Carolina from the beginning of time to 1920.

5. We are no longer building shacks and calling them schools. New colored schools are now being constructed by modern plans.

6. With the State supported eight months school term, many superintendents are already taking a lively interest in the colored schools and concerning themselves more and more about the adequacy of the plants and the sufficiency of the equipment.

7. Many colored children, practically half of the rural ones, are poorly—some miserably—housed. Two-thirds of the urban children are reasonably well housed.

II. RECOMMENDATIONS

1. *That this Committee be continued and that every effort possible be made to obtain the co-operation of the State Relief authorities in making a study of the colored school plants of the State.*

2. Assist solvent counties through loans and Federal aid available in the construction of correctly planned but inexpensive buildings. We say inexpensive for two reasons:

a. Transportation for a large number of our colored children must soon be made available. This will mean new school centers, particularly high school centers, in the indicated, but not now functioning, districts that have been wisely set up by State authorities, in accordance with provisions in the 1933 School Law. We must not let the expense of the undertaking defeat the accomplishment of the program.

b. We are convinced that a well planned frame or brick veneer building is quite acceptable for rural needs for both white and colored children, especially if the unit is not so large that a two-story building is required. Fire-proof buildings, expensive of construction, are most desirable, but we must face these facts in the future: We must proceed economically, but none the less wisely, if we are to advance rapidly.

3. That all encouragement possible be given to the superintendents to induce them to construct modern and comfortable plants with necessary equipment for their colored school children.

CHAPTER VI

PROVISION FOR PREPARATION IN A MUCH MORE DIFFERENTIATED OCCUPATIONAL LIFE

In studying this problem the subject was broken up into four major subdivisions for investigation as a basis upon which recommendations could be made. The subdivisions are:

I. An occupational study of Negroes who leave the high schools and colleges, with Dr. A. M. Jordan, of Chapel Hill, acting as chairman of the sub-committee.

II. A guidance study to learn what, if anything, is being done in a systematic way in the schools to aid the Negroes in making an intelligent choice of occupation and also as to what should be done, headed by Supt. R. S. Proctor, of Craven County.

III. An educational study of the situation to learn just what the school system is doing to prepare Negroes for occupational efficiencies, with President J. H. Bias, of Elizabeth City, acting as chairman of the committee.

IV. A study of vocational opportunities for Negroes in North Carolina as a basis for recommendations as to what should be included in the offerings of our public schools, with Supt. Guy B. Phillips, of Greensboro City Schools, chairman.

I. AN OCCUPATIONAL STUDY OF NEGROES FINISHING HIGH SCHOOL

Dr. A. M. Jordan, of Chapel Hill, heading up the sub-committee on the occupational status of Negroes leaving our high schools found that of the 1,661 high school graduates whose records for 1931, 1932, 1933 and 1934 received from ten schools, by far the largest per cent go on to college or normal school; to be exact, 476 out of 1,661. However, of this 1,661 no report was received on 390. Therefore, of the 1,271 whose records since leaving high school were obtainable, 37 per cent have gone to college or normal school, 8 per cent are common laborers, 13 per cent are in domestic service. Working in tobacco factories is the only other occupation claiming any considerable number, and that is attributable to the fact that high schools in Winston-Salem and Durham are among the schools studied.

There are thirty additional occupations represented by the employment among those persons studied, with teaching and hotel work claiming about 50 each, the largest number employed in any occupation among those remaining.

These data indicate clearly that a great many of the students leaving the Negro high schools are entering vocations for which they have no specific preparation.

II. A GUIDANCE STUDY OF NEGROES

The Sub-committee on Guidance, under the leadership of Superintendent Proctor, makes the following report:

1. What is now being done.

a. It was learned that in the high schools little attempt was being made in guidance. In Winston-Salem, Greensboro, Durham, and Raleigh small

efforts in guidance were being attempted up to two years ago; but, due to reduced resources, teacher allotment, and clerical help, these efforts had to be abandoned. Some little effort in the study of occupations was reported in these high schools. Only one high school reported a counselor.

- b. In so far as the committee could learn, there was little being done in vocational guidance in colleges. Some incidental efforts are reported here and there, but there is apparently lacking any well defined program of guidance in any college.

2. Recommendations for a more complete guidance program.

- a. Provide for state-wide research in occupations for the Negro race.
 - (1) Number engaged in various occupations.
 - (2) Number needed in the various occupations.
 - (3) Possibilities of new occupations for the race.
 - (4) What are the hindering factors to the Negro making progress in various occupations.
- b. Provide for guidance training in the various teacher-training institutions in order that:
 - (1) All teachers may know something of the philosophy and technique of guidance.
 - (2) Teachers may be trained to teach occupations.
 - (3) A supply of councilors may be provided for city, county, or individual schools and colleges.
- c. Provide for study of occupations, beginning with the junior high school period and covering:
 - (1) Those occupations in the neighborhood.
 - (2) Occupations not represented in the neighborhood, but engaged in by many of the race.
 - (3) Possibilities for newer ways of earning a living in the community.

3. Recommendations for a guidance program for elementary schools.

- a. Provide opportunity for elementary teachers to be trained in the problems of adjusting the educational program to the needs of the individual pupils and groups in order that progress may be readily made according to the abilities of the pupils in the group.

Such training will include:

- (1) Knowledge of child psychology.
- (2) How to administer a simple testing program.
- (3) Training in methods of character education.
- (4) Training in methods of health education.
- (5) Training in methods of industrial arts education.
- (6) Training in methods of social and civic education.
- (7) Training in how to develop in children avocational and leisure time interests.

III. A STUDY OF EDUCATIONAL OPPORTUNITIES OF NEGROES

The subdivision devoted to the study of what the schools are doing to provide the type of education suitable to the needs of the Negroes of the State was headed up by President J. H. Bias, of the Elizabeth City Normal School.

President Bias made an exhaustive study of this problem and produced evidence of the fact that our schools are failing to provide the type of education most needed. The facts presented show that a large majority of the Negro youth who go to college in North Carolina go for the purpose of preparing to teach, and that they are not preparing for the many occupations requiring special training.

This report recommends that an occupational study of the Negroes should be made, and that this study should include not only what the Negroes are now doing, but also what occupations are open to Negroes, and that the offerings of both the high school and college should be so arranged as to prepare the boys and girls, men and women for more satisfactory entrance into these occupations.

It is recommended that the curricula be reorganized and provision be made for more vocational courses based upon the study referred to above. This sub-committee report strongly urges a guidance program in the public schools, and also such a reorganization and co-ordination of the work of the schools as to provide for vocational competence and social adjustment at different levels of educational attainment. That is to say, if a student can complete only two years of high school he should be given such educational opportunity as will enable him to be a more efficient earner and a better adjusted individual, socially and economically, than he would be had he not attended the school.

A longer school day and more opportunities for electives are recommended as a means of attaining these goals, rather than a wholesale elimination of present offerings.

The Committee is convinced that the colleges have a responsibility not only in training teachers and leaders in the fields of practical vocational education, but also in providing extension courses for those areas not being served, to arouse in them an appreciation of the need for these specific types of education, and in developing a supporting public sentiment among their faculties and patrons. Neither the high school nor the college can shirk its responsibility, because it is indeed a joint obligation.

IV. A STUDY OF VOCATIONAL OPPORTUNITIES FOR NEGROES

The sub-committee which assumed responsibility for studying vocational opportunities for Negroes in North Carolina, headed by Supt. Guy B. Phillips, submitted the following facts:

1. That a study of certain typical counties with large rural Negro farm populations indicated that those sections served by high schools in which vocational agriculture was taught, and which showed an interest in the services of farm demonstration agents, were in much better condition economically and socially than areas in which these services were not provided, as indicated by (a) ownership of farms without mortgages, (b) a better balanced type of farming with emphasis upon the live-at-home idea, (c) better homes and living conditions, (d) an increasing willingness of the boys to follow farming as a vocation, and (e) the disposition of the farmers to put any surplus in savings accounts and good investments.
2. In spite of the serious economic depression there were frequently found in these thrifty communities farmers with good homes, well planned

and stocked farms, children taking advantage of educational opportunities, and providing the most valuable leadership for the race, showing that Negro farmers, by following good agricultural practices, are making a real contribution to the life of the State.

3. The fact that 48 per cent of the Negro population of the State is engaged in farming, and that areas served by the 69 workers in vocational education and extension work have showed such marked improvement that not a single tax-levying board discontinued the support of these agencies during the current year, and the further fact that Negro boys who have been given an opportunity to study agriculture show an increasing interest in staying on the farm, leads the Committee to the conclusion that the State can make no more far-reaching investment in the welfare of the race than to put vocational teachers in all the rural Negro high schools and extend the services of county agents to all the Negroes of the State.

The Committee makes the further observation that the Negro women are recognizing more than ever the responsibility of home-making, and are eager for assistance in the handling of the intricate problems of health, food selection and preparation, and the selection, construction and care of clothing.

The study indicates that domestic service claims a large per cent of the girls leaving high schools. However, during the past few years there has been a decided falling off in this demand. The Committee makes this significant observation, that those employing domestic help today are much more selective, asking for girls who have received some preparation for their jobs. Girls with training in home economics are much more easily placed in desirable positions.

Although no definite data have been obtained in connection with the city and industrial communities, our observations, based upon unemployment records and the statistics in the office of trade and industrial education, indicate the tragic results of the lack of these practical courses in the city high schools. The same statements relative to the reorganization of the offerings of the rural high schools are applicable to the urban school.

The final observation of the Committee is that a careful study of juvenile court records and penal institutions shows a close correlation between the lack of occupational competency and delinquency. They find that a very small per cent of those who have been prepared for some definite vocation or trade have a court record.

All these facts lead to one definite conclusion—that the public schools should provide for all the boys and girls an opportunity to become vocationally competent in a number of different occupations, but particularly in agriculture and in various phases of home economics, that a study of occupational opportunities should form a basis for curriculum reorganization, and that money spent on the right type of education is the best investment the State can make for the economic and social adjustment of the race. These facts carry the very definite implication that the State can well afford to invest a larger amount of money in those services which are designed to make the youth of the land better adjusted socially and more competent vocationally.

1. SOME FINDINGS AND OBSERVATIONS

- a. That a large per cent of the boys and girls who finish high school are entering vocations for which they have little special preparation. That the high schools of today are organized primarily to prepare students to enter college when only 37 per cent of the high school graduates go on to college or normal school.
- b. That practically nothing is being done in the high schools along the lines of vocational and occupational guidance, the small attempt in several of the larger schools having been discontinued during recent years.
- c. That our schools are not providing the type of training most needed, and that a reorganization of the curriculum is quite necessary.
- d. That the vocational opportunities for Negroes are seriously restricted by the fact that the skilled trades are requiring better trained people and that members of the race are not training for these trades in large enough numbers; and further, that tradition has tended to set up barriers in certain trades. This condition is accentuated by the lack of trade training in the city schools.
- e. That a study of juvenile court records and penal institutions shows a close correlation between the lack of trade or vocational competency and delinquency.
- f. That there is a growing demand for courses of instruction with a definite vocational aim, that where vocational courses are offered they are taken by large numbers of students; that students taking these courses carry the results of this training into their life activities, and that communities served by these vocational opportunities rank much above those without these services, both economically and socially.

2. RECOMMENDATIONS

- a. That a scientific study of occupational opportunities be made and that the findings be used as a basis for inaugurating a definite guidance program in both the high schools and the colleges; and further, that this study include not only the vocations in which Negroes are now employed, but also new vocations which offer opportunities for Negroes.
- b. That the high school curriculum be so organized as to provide for vocational competency at different levels of attainment, and that vocational courses be given a larger place in the high schools of the State, and that colleges accept the responsibility not only of training for these subjects, but also, through extension courses and study groups, they help to develop sentiment.
- c. While this may be implied in (b) above, for sake of emphasis, it is strongly urged that increased provision be made for extending instruction in agriculture and home-making to the large number of high schools of the State in which such courses are not now provided.
- d. That in their work teacher-training institutions include training in the philosophy and technique of guidance.

CHAPTER VII

PROFESSIONAL OFFERINGS FOR NEGRO YOUTH IN INSTITUTIONS WITHIN THE STATE UP TO THE LIMIT WHICH THE STATE PROVIDES

This Committee held three meetings in the office of its chairman, N. W. Walker, of the University of North Carolina, Chapel Hill. At the first meeting a sub-committee, consisting of the following members, was asked to prepare questionnaires to be used in securing information from State departments of education in the Southern States and from the Negro colleges in North Carolina: Dr. James E. Hillman, Chairman; President J. W. Seabrook, Prof. James T. Taylor.

These questionnaires were prepared, and the information furnished through them constitutes the statistical data which appear in Sections A and B of the report.

The second and third meetings of the committee were concerned mainly with a consideration of the data from the questionnaires and a formulation of the statements dealing with Section C., Some Findings, Observations and Recommendations.

The report which follows consists of:

Section A—Southern States.

Section B—Negro Colleges in North Carolina.

Section C—Some Findings, Observations and Recommendations.

Section A—Southern States

TABLE I. STATE SUPPORTED NEGRO INSTITUTIONS SHOWING FOR EACH STATE THE NUMBER, ENROLLMENT, 1934-1935; STATE APPROPRIATION, 1934-1935, AND PER CAPITA COST, 1934-1935

| States | Number Institutions | Enrollment | Appropriation | Per Capita Cost | |
|---------------------|---------------------|------------|---------------|-----------------|------|
| | | | | Actual | Rank |
| Alabama..... | 2 | 650 | \$ 75,000.00 | \$ 115.38 | 14 |
| Arkansas..... | 1 | *437 | 58,291.08 | 133.38 | 13 |
| Florida..... | 1 | 612 | 120,720.00 | 197.25 | 8 |
| Georgia..... | 3 | 600 | 70,000.00 | 116.67 | 12 |
| Kentucky..... | 2 | 550 | 115,000.00 | 207.27 | 7 |
| Louisiana..... | 2 | 442 | 93,500.00 | 211.54 | 6 |
| Maryland..... | †2 | 400 | †100,000.00 | \$256.74 | 2 |
| Mississippi..... | 1 | 300 | 83,000.00 | 276.67 | 1 |
| Missouri..... | 1 | 590 | 143,500.00 | 243.22 | 3 |
| Oklahoma..... | 1 | 400 | 87,500.00 | 218.75 | 5 |
| South Carolina..... | 1 | 373 | 54,230.00 | 145.12 | 10 |
| Tennessee..... | 1 | 840 | 52,000.00 | 60.90 | 15 |
| Texas..... | 1 | 700 | 132,697.00 | 189.56 | 9 |
| Virginia..... | 1 | 585 | 80,800.00 | 138.12 | 11 |
| West Virginia..... | 3 | 1,050 | 231,400.00 | 220.38 | 4 |
| NORTH CAROLINA..... | 5 | 1,859 | 106,640.00 | 58.86 | 16 |

*Includes 227 high school students.

†One of these is municipally owned and supported.

‡This does not include appropriation to the municipally owned institution, but does include all subsidies granted to private institutions for services rendered.

§Based upon an enrollment of 100 students at State owned school (Bowie Normal) and a State appropriation for that school of \$25,674.00.

TABLE II. PROFESSIONAL OFFERINGS WITHIN EACH STATE, SHOWING NUMBER OF INSTITUTIONS, STATE AND PRIVATE, WHICH OFFER THE WORK

| Professions | Ala. | | Ark. | | Fla. | | Ga. | | Ky. | | La. | | Md. | | Miss. | | Mo. | | Okla. | | S. C. | | Tenn. | | Tex. | | Va. | | W. Va. | | N. C. | |
|-----------------------|------|---|------|---|------|---|-----|---|-----|---|-----|---|-----|---|-------|---|-----|---|-------|---|-------|---|-------|---|------|----|-----|---|--------|---|-------|---|
| | S | P | S | P | S | P | S | P | S | P | S | P | S | P | S | P | S | P | S | P | S | P | S | P | S | P | S | P | S | P | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teacher Training..... | 2 | 5 | 1 | 4 | 1 | 3 | 3 | 7 | 2 | 2 | 2 | 4 | 2 | 1 | 1 | 5 | 1 | 1 | 1 | 1 | 1 | 4 | 1 | 5 | 1 | 11 | 1 | 4 | 3 | 1 | 5 | 5 |
| Agriculture..... | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 4 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | |
| Printing..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Tailoring..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Shoemaking..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Pre-Ministry..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Ministry..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Nursing..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Home Economics..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Trades..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Liberal Arts..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Commerce..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 3 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| Pre-Engineering..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | |
| Engineering..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | |
| Pre-Medicine..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Pre-Dentistry..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Pre-Law..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Medicine..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Dentistry..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Pharmacy..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Journalism..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Automechanics..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Social Service..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |
| Vocational Edu..... | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | |

S=State Institutions. P=Private Institutions.

TABLE III. NEGRO POPULATION, SOUTHERN STATES, UNITED STATES CENSUS, 1930; STATE APPROPRIATION FOR NEGRO COLLEGES, 1934-1935; COLLEGE ENROLLMENT, 1934-1935, AND PER CAPITA COST, 1934-1935

| States | Negro Population | | Per Cent of Total Population | | State Appropriation 1934-'35 | | College Enrollment 1934-'35 | | Per Capita Cost | |
|---------------------|------------------|------|------------------------------|------|------------------------------|------|-----------------------------|------|-----------------|------|
| | Actual | Rank | Per Cent | Rank | Actual | Rank | Actual | Rank | Actual | Rank |
| Alabama..... | 944,834 | 3 | 35.7 | 5 | \$ 75,000.00 | 11 | 650 | 5 | \$ 115.38 | 14 |
| Arkansas..... | 478,463 | 9 | 25.8 | 9 | 58,291.08 | 13 | *210 | 15 | †133.38 | 13 |
| Florida..... | 431,838 | 11 | 29.4 | 6 | 120,720.00 | 4 | 612 | 6 | 197.25 | 8 |
| Georgia..... | 1,071,125 | 1 | 36.8 | 1 | 70,000.00 | 12 | 600 | 7 | 116.67 | 12 |
| Kentucky..... | 226,040 | 13 | 8.6 | 13 | 115,000.00 | 5 | 550 | 10 | 207.27 | 7 |
| Louisiana..... | 776,326 | 7 | 36.9 | 3 | 93,500.00 | 7 | 442 | 11 | 211.54 | 6 |
| Maryland..... | 276,379 | 12 | 16.9 | 11 | †100,000.00 | 16 | §400 | 16 | **256.74 | 2 |
| Mississippi..... | 1,009,718 | 2 | 50.2 | 1 | 83,000.00 | 9 | 300 | 14 | 276.67 | 1 |
| Missouri..... | 223,840 | 14 | 6.2 | 16 | 143,500.00 | 2 | 590 | 8 | 243.22 | 3 |
| Oklahoma..... | 172,198 | 15 | 7.2 | 14 | 87,500.00 | 8 | 400 | 12 | 218.75 | 5 |
| South Carolina..... | 793,681 | 6 | 45.6 | 2 | 54,230.20 | 14 | 373 | 13 | 145.12 | 10 |
| Tennessee..... | 477,646 | 10 | 18.3 | 10 | 52,000.00 | 15 | 840 | 3 | 60.90 | 15 |
| Texas..... | 854,964 | 5 | 14.7 | 12 | 132,679.00 | 3 | 700 | 4 | 189.56 | 9 |
| Virginia..... | 650,165 | 8 | 26.8 | 8 | 80,800.00 | 10 | 585 | 9 | 138.12 | 11 |
| West Virginia..... | 114,893 | 16 | 6.6 | 15 | 231,400.00 | 1 | 1,050 | 2 | 220.38 | 4 |
| North Carolina..... | 918,647 | 4 | 29.0 | 7 | 106,640.00 | 6 | 1,859 | 1 | 58.86 | 16 |

*Also has 227 high school students enrolled at the State institution.

†Based upon college and high school enrollments combined.

‡This includes all appropriations, with \$25,674.00 going to the one State-owned institution (Bowie Normal).

§Only 100 enrolled at the State-owned school (Bowie Normal). **See Table I for explanation.

TABLE IV

Is there any disposition to provide at State expense professional training for Negroes in fields in which no provision is now made?

| States | Replies |
|---------------------|--|
| Alabama..... | No. There would be no objection to doing so if revenues would permit. |
| Arkansas..... | No. |
| Florida..... | No. |
| Georgia..... | No. |
| Kentucky..... | Not at present. |
| Louisiana..... | No. |
| Maryland..... | No. |
| Mississippi..... | No. |
| Missouri..... | Yes. In all fields open for whites at the State University. |
| Oklahoma..... | No. Growing demand from negroes for same opportunities as afforded whites. |
| South Carolina..... | No. |
| Tennessee..... | Did not answer. |
| Texas..... | None. Hope they may get offerings at the State College. |
| Virginia..... | The question not at issue. |
| West Virginia..... | Yes. Law, commerce, engineering, medicine, pharmacy, agriculture, education. |

TABLE V

Is there any attempt to provide at State expense professional training for Negroes by paying the tuition charges of those who wish to secure the training in a recognized institution outside of your State? If so, on what terms and for what professions.

| States | Replies |
|---------------------|---|
| Alabama..... | None for either race. |
| Arkansas..... | No. |
| Florida..... | None. |
| Georgia..... | No. |
| Kentucky..... | Not at present. |
| Louisiana..... | No. |
| Maryland..... | Tuition only in fields open to whites at the University of Maryland. |
| Mississippi..... | None yet, though there ought to be. |
| Missouri..... | Yes. See attached statement. |
| Oklahoma..... | No law passed, but growing demand from negroes for medicine, law, post graduate, etc. |
| South Carolina..... | No. |
| Tennessee..... | No. |
| Texas..... | None. |
| Virginia..... | No. |
| West Virginia..... | See statement below. |

For persons who are bona fide residents of West Virginia, having resided here for five or more years, the state will pay their tuition to any recognized institution outside of the state they wish to attend. For those who wish to pursue graduate work toward a higher degree for any course offered at our white state supported institutions, and not offered at our colored state schools, the state will pay a maximum of \$150 per year. For law, the state will pay \$250 per year, and for medicine and pharmacy the state will pay \$150 per year.

MISSOURI

SCHEDULE FOR NON-RESIDENT TUITION AID FOR NEGRO STUDENTS

| UNDERGRADUATE | | GRADUATE | |
|----------------|----------|----------------|-----------|
| 4 weeks | \$ 11.11 | 4 weeks | \$ 16.66 |
| 6 weeks | 16.66 | 6 weeks | 25.00 |
| 8 weeks | 22.22 | 8 weeks | 33.33 |
| 10 weeks | 27.77 | 10 weeks | 41.66 |
| 12 weeks | 33.33 | 12 weeks | 50.00 |
| 18 weeks | 50.00 | 18 weeks | 75.00 |
| <hr/> | | <hr/> | |
| 1 month | \$ 11.11 | 1 month | \$ 16.16 |
| 2 months | 22.22 | 2 months | 33.33 |
| 3 months | 33.33 | 3 months | 50.00 |
| 4 months | 44.44 | 4 months | 66.66 |
| 5 months | 55.55 | 5 months | 83.33 |
| <hr/> | | <hr/> | |
| 6 months | \$ 66.66 | 6 months | \$ 100.00 |
| 7 months | 77.77 | 7 months | 116.66 |
| 8 months | 88.88 | 8 months | 133.33 |
| 9 months | 100.00 | 9 months | 150.00 |

APPLICATION FOR TUITION AID

The Missouri Legislature during its 1933 session made an appropriation for the years 1933-1934 of \$10,000 to be used in paying the tuition of Negro college students to some standard college or university not located in Missouri, provided said students have completed at least 60 hours of standard college work, are bona fide residents of Missouri, and are not pursuing courses in such college or university leading to the A.B. Degree in Liberal Arts or the B.S. Degree in Education, but are pursuing courses in such college or university not offered at Lincoln University but which are offered at the University of Missouri: *Provided*, that the total amount paid shall not exceed the difference between the registration and incidental fees charged by the University of Missouri to resident students and the school attended for similar courses: *Provided further*, that the amount paid shall not exceed one hundred dollars (\$100) per school year of nine months for undergraduate work and one hundred fifty dollars (\$150) per school year of nine months for graduate work: *Provided further*, that the tuition for all students attending terms of less than nine months shall be prorated on the above basis.

Section B—North Carolina Negro Colleges

TABLE I-a. COLLEGE ENROLLMENT IN STATE INSTITUTIONS

| Institutions | Enrollment, by Sex, for the Years Indicated | | | | | | | | | | | |
|-----------------------------------|---|-------|-------|----------|-------|-------|----------|-------|-------|----------|-------|-------|
| | 1924-'25 | | | 1929-'30 | | | 1932-'33 | | | 1934-'35 | | |
| | Men | Women | Total | Men | Women | Total | Men | Women | Total | Men | Women | Total |
| A. and T. College..... | 64 | ----- | 64 | 223 | 48 | 271 | 175 | 54 | 229 | 329 | 106 | 435 |
| N. C. College..... | 25 | 22 | 47 | 103 | 141 | 244 | 103 | 164 | 270 | 113 | 184 | 297 |
| Winston-Salem Teachers College... | 4 | 88 | 92 | 3 | 315 | 318 | 20 | 241 | 261 | 32 | 296 | 328 |
| Elizabeth City Normal..... | 3 | 45 | 48 | 14 | 181 | 195 | 30 | 167 | 197 | 38 | 337 | 375 |
| Fayetteville Normal..... | 4 | 48 | 52 | 34 | 284 | 318 | 50 | 228 | 278 | 71 | 353 | 424 |

TABLE I-b. IN-STATE AND OUT-STATE ENROLLMENT, 1934-1935
(State Institutions)

| Institutions | Number in State | Number Out of State | Total | Per Cent in State |
|-------------------------------------|-----------------------|---------------------------|-------|-------------------------|
| A. and T. College..... | 366 | 69 | 435 | 84.16 |
| N. C. College..... | 266 | 31 | 297 | 89.56 |
| Winston-Salem Teachers College..... | 315 | 13 | 328 | 96.04 |
| Elizabeth City Normal..... | 365 | 10 | 375 | 97.33 |
| Fayetteville Normal..... | 415 | 9 | 424 | 97.87 |

TABLE II-a. COLLEGE ENROLLMENT IN PRIVATE INSTITUTIONS

| Institutions | Enrollment, by Sex, for the Years Indicated | | | | | | | | | | | |
|----------------------------------|---|-------|-------|----------|-------|-------|----------|-------|-------|----------|-------|-------|
| | 1924-'25 | | | 1929-'30 | | | 1932-'33 | | | 1934-'35 | | |
| | Men | Women | Total | Men | Women | Total | Men | Women | Total | Men | Women | Total |
| Bennett College for Women..... | ----- | ----- | ----- | 138 | 138 | ----- | 203 | 203 | ----- | 233 | 233 | ----- |
| Johnson C. Smith University..... | 116 | ----- | 116 | 309 | 309 | 206 | 39 | 245 | 202 | 89 | 291 | ----- |
| Livingstone College..... | 85 | 23 | 108 | 101 | 88 | 189 | 79 | 82 | 161 | 71 | 91 | 162 |
| Shaw University..... | 112 | 73 | 185 | 121 | 198 | 319 | 89 | 136 | 225 | 162 | 187 | 349 |
| St. Augustine's College..... | 9 | 14 | 23 | 44 | 68 | 112 | 91 | 113 | 204 | 95 | 105 | 200 |
| Barber-Scotia College..... | ----- | ----- | ----- | 113 | 113 | ----- | 59 | 59 | ----- | 117 | 117 | ----- |
| Palmer Memorial Institute..... | ----- | ----- | ----- | 9 | 16 | 25 | 15 | 9 | 24 | 18 | 24 | 42 |
| Immanuel Lutheran College..... | ----- | ----- | ----- | ----- | ----- | ----- | 23 | 9 | 32 | 20 | 16 | 36 |

TABLE IIb. IN-STATE AND OUT-OF-STATE ENROLLMENT, 1934-1935
(Private Institutions)

| Institutions | Number in State | Number Out of State | Total | Per Cent in State |
|----------------------------------|-----------------------|---------------------------|-------|-------------------------|
| Bennett College for Women..... | 187 | 46 | 233 | 80.26 |
| Johnson C. Smith University..... | 172 | 119 | 291 | 59.1 |
| Livingstone College..... | 131 | 31 | 162 | 80.86 |
| Shaw University..... | 311 | 38 | 349 | 89.11 |
| St. Augustine's College..... | 113 | 87 | 200 | 56.5 |
| Barber-Scotia College..... | 74 | 43 | 117 | 63.25 |
| Palmer Memorial Institute..... | 38 | 4 | 42 | 90.47 |
| Immanuel Lutheran College..... | 20 | 16 | 36 | 55.55 |

TABLE III. FINANCIAL RESOURCES OF STATE INSTITUTIONS

| Institutions | Appropriation 1934-'35 | Expenditures from Appropriation 1933-'34 | Student Fees 1933-'34 | Estimate of Student Fees 1934-'35 | Other Sources of Revenue | Per Capita Cost 1934-'35 Based on State Appropriation 1934-'35 |
|----------------------------|---------------------------|--|-----------------------------|---|--------------------------------|--|
| A. and T. College..... | \$28,630.00 | \$23,283.55 | \$40,955.94 | \$54,606.00 | \$19,795.00 | \$ 65.81 |
| N. C. College..... | 24,170.00 | 24,170.00 | 21,826.00 | 25,000.00 | | 81.38 |
| Winston-Salem Teach. Col. | 23,210.00 | 21,760.87 | 36,598.30 | 42,805.00 | 1,275.00 | 70.76 |
| Elizabeth City Normal..... | 13,780.00 | 8,904.00 | 29,308.31 | 29,170.00 | | 36.74 |
| Fayetteville Normal..... | 16,850.00 | 7,959.00 | 36,000.00 | 33,850.00 | | 39.74 |

TABLE IV. FINANCIAL RESOURCES OF PRIVATE INSTITUTIONS

| Institutions | Gross Endow- ment | Income from Endow- ment 1933-'34 | Student Fees 1933-'34 | Revenue from Other Sources 1933-'34 | Estimate Student Fees 1934-'35 |
|----------------------------------|-------------------------|--|-----------------------------|---|---|
| Bennett College..... | \$ 3,279.72 | \$ 102.91 | \$16,117.50 | \$60,957.65 | \$ 18,225.00 |
| Johnson C. Smith University..... | 1,752,001.55 | 64,819.26 | 26,259.22 | 22,032.94 | 30,000.00 |
| Livingstone College..... | 46,500.00 | 11,432.46 | 20,088.92 | 6,392.62 | 22,000.00 |
| Shaw University..... | 356,943.25 | 15,904.51 | 24,852.98 | 20,296.00 | 25,000.00 |
| St. Augustine's College..... | 155,507.16 | 7,177.00 | 31,000.00 | 33,000.00 | 33,000.00 |
| Barber-Scotia College..... | 372,000.00 | 17,932.00 | 10,336.72 | 9,135.00 | 11,000.00 |
| Palmer Memorial Institute..... | | | 2,666.41 | 24,129.09 | 3,000.00 |
| Immanuel Lutheran College..... | | | 4,328.00 | 9,970.00 | 4,500.00 |

TABLE V. LIBRARY RESOURCES (State Institutions)

| Institutions | Number Bound Volumes | Number Magazines and Periodicals | Number Students Reading Room Accommodates |
|-------------------------------------|----------------------------|--|--|
| A. and T. College..... | 18,000 | 91 | 200 |
| N. C. College..... | 15,000 | 44 | 70 |
| Winston-Salem Teachers College..... | 6,000 | 84 | 75 |
| Elizabeth City Normal..... | 3,411 | 35 | 50 |
| Fayetteville Normal..... | 5,789 | 53 | 68 |

TABLE VI. LIBRARY RESOURCES (Private Institutions)

| Institutions | Number Bound Volumes | Number Magazines and Periodicals | Number Students Reading Room Accommodates |
|----------------------------------|----------------------------|--|---|
| Bennett College for Women..... | 12,708 | 50 | 50 |
| Johnson C. Smith University..... | 20,250 | 135 | 80 |
| Livingstone College..... | 13,334 | 68 | 68 |
| Shaw University..... | 13,948 | 42 | 138 |
| St. Augustine's College..... | 12,242 | 98 | 80 |
| Barber-Scotia College..... | 4,036 | 30 | 60 |
| Palmer Memorial Institute..... | 4,076 | 35 | 40 |
| Immanuel Lutheran College..... | 3,569 | 20 | 50 |

TABLE VII. LABORATORIES (State Institutions)

| Institutions | Biology | | | Chemistry | | | Physics | | |
|------------------------|--------------------|------------------------------|---------------|--------------------|------------------------------|---------------|--------------------|------------------------------|---------------|
| | Courses Offered | Num- ber Stu- dents | Value Lab. | Courses Offered | Num- ber Stu- dents | Value Lab. | Courses Offered | Num- ber Stu- dents | Value Lab. |
| A. and T. College..... | 3 | 73 | \$ 4,800 | 5 | 145 | \$ 7,000 | 1 | 36 | \$ 5,000 |
| N. C. College..... | 10 | 90 | 2,500 | 3 | 37 | 5,000 | 2 | 19 | 5,000 |
| Winston-Salem..... | 8 | 443 | 4,127 | 6 | 126 | 5,134 | 4 | 10 | 1,694 |
| Elizabeth City..... | 2 | 200 | 3,000 | ----- | ----- | ----- | ----- | ----- | ----- |
| Fayetteville..... | 2 | 185 | 2,070 | ----- | ----- | ----- | ----- | ----- | ----- |

TABLE IX. DORMITORY ACCOMMODATIONS (State Institutions)

| Institutions | Men Accommodated | Women Accommodated | Total Accommodations |
|-------------------------------------|---------------------|-----------------------|-------------------------|
| A. and T. College..... | 224 | 50 | 274 |
| N. C. College..... | 90 | 120 | 210 |
| Winston-Salem Teachers College..... | 24 | 207 | 231 |
| Elizabeth City Normal..... | 100 | 234 | 334 |
| Fayetteville Normal..... | 48 | 248 | 296 |

TABLE X. DORMITORY ACCOMMODATIONS (Private Institutions)

| Institutions | Men Accommodated | Women Accommodated | Total Accommodations |
|----------------------------------|---------------------|-----------------------|-------------------------|
| Bennett College for Women..... | | 110 | 110 |
| Johnson C. Smith University..... | 330 | 20 | 350 |
| Livingston College..... | 100 | 200 | 300 |
| Shaw University..... | 141 | 100 | 241 |
| St. Augustine's College..... | 90 | 90 | 180 |
| Barber-Scotia College..... | | 150 | 150 |
| Palmer Memorial Institute..... | 48 | 66 | 114 |
| Immanuel Lutheran College..... | 36 | 48-64 | 84-100 |

TABLE XI. CLASSROOM FACILITIES (State Institutions)

| Institutions | Number Classrooms | Number Now in Use | Total Number Class Periods Daily Classrooms Not Occupied |
|-------------------------------------|----------------------|----------------------|---|
| A. and T. College..... | 35 | 24 | 110 |
| N. C. College..... | 13 | 13 | 194 out of a possible 455 |
| Winston-Salem Teachers College..... | 14 | 14 | 40 |
| Elizabeth City Normal..... | 9 | 9 | 32 |
| Fayetteville Normal..... | 13 | 13 | 2 |

TABLE XII. CLASSROOM FACILITIES (Private Institutions)

| Institutions | Number Classrooms | Number Now in Use | Total Number Class Periods Daily Classrooms Not Occupied |
|----------------------------------|-------------------|-------------------|--|
| Bennett College for Women..... | 13 | 13 | Not answered |
| Johnson C. Smith University..... | 22 | 22 | Used all periods |
| Livingstone College..... | 17 | 15 | ----- |
| Shaw University..... | 21 | 21 | 213 per week |
| St. Augustine's College..... | 15 | 15 | ----- |
| Barber-Scotia College..... | 7 | 7 | 2 |
| Palmer Memorial Institute..... | 14 | 14 | 10 |
| Immanuel Lutheran College..... | 8 | 7 | 2 |

TABLE XIII. FACULTY (State Institutions)

| Institutions | Total Number | Number With | | | | | | Average Weekly Teaching Load (Hours) |
|------------------------|--------------|-------------|-------------------|-----------------|---|--|-----------------|--------------------------------------|
| | | No Degree | Bachelor's Degree | Master's Degree | 2 Years Graduate Work Including M.A. Degree | 3 Years Graduate Work Without Dr. Degree | Doctor's Degree | |
| A. and T. College..... | 28 | 2 | 9 | 5 | 7 | 3 | 2 | 19 |
| N. C. College..... | 13 | ----- | 3 | 7 | 3 | ----- | ----- | 19.7 |
| Winston-Salem..... | 20 | ----- | 7 | 10 | 3 | ----- | ----- | 17.6 |
| Elizabeth City..... | 11 | 1 | 4 | 6 | ----- | ----- | ----- | 19 |
| Fayetteville..... | 14 | 2 | 6 | 6 | ----- | ----- | ----- | 17.41 |

TABLE XIV. FACULTY (Private Institutions)

| Institutions | Total Number | Number With | | | | | | Average Weekly Teaching Load (Hours) |
|------------------------|--------------|-------------|-------------------|-----------------|---|--|-----------------|--------------------------------------|
| | | No Degree | Bachelor's Degree | Master's Degree | 2 Years Graduate Work Including M.A. Degree | 3 Years Graduate Work Without Dr. Degree | Doctor's Degree | |
| Bennett..... | 17 | ----- | 4 | 3 | 5 | 5 | ----- | 10.2 |
| Johnson C. Smith..... | 22 | ----- | 2 | 1 | 7 | 10 | 2 | 11.8 |
| Livingstone..... | 13 | ----- | 5 | 6 | 1 | 1 | ----- | 11.08 |
| Shaw University..... | 26 | ----- | 6 | 14 | 5 | 1 | ----- | 13 |
| St. Augustine's..... | 15 | ----- | 2 | 3 | 7 | 3 | ----- | 10.23 |
| Barber-Scotia..... | 16 | ----- | 6 | 10 | ----- | ----- | ----- | 11.75 |
| Palmer Memorial..... | 5 | ----- | ----- | 5 | ----- | ----- | ----- | College only 8.8 |
| Immanuel Lutheran..... | 6 | ----- | 3 | 1 | ----- | ----- | 2 | College 6.17 |

TABLE XV. DEGREES AND DIPLOMAS GRANTED (State Institutions)

| Institutions | A.B. | B.S. | B.D. | B.S. in Comm. | Diplomas |
|------------------------|------|------|------|---------------------|----------|
| A. and T. College..... | | x | | x | x |
| N. C. College..... | x | x | | | x |
| Winston-Salem..... | | x | | | x |
| Elizabeth City..... | | | | | x |
| Fayetteville..... | | | | | x |

TABLE XVI. DEGREES AND DIPLOMAS GRANTED (Private Institutions)

| Institutions | A.B. | B.S. | B.D. | B.S. in H. Ec. | Diplomas |
|--------------------------|------|------|------|----------------------|----------|
| Bennett College..... | x | | | x | |
| Johnson C. Smith..... | x | x | x | | |
| Livingstone College..... | x | x | | | |
| Shaw University..... | x | x | x | | |
| St. Augustine's..... | x | x | | | |
| Barber-Scotia..... | | | | | x |
| Palmer Memorial..... | | | | | x |
| Immanuel Lutheran..... | | | | | x |

TABLE XVII. PROFESSIONAL WORK (State Institutions)

| Professions | A. T. | N. C. | W.-S. | E. N. | F. N. | Legend |
|------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|----------------------|
| | Number Students | Number Students | Number Students | Number Students | Number Students | |
| Teacher Training..... | ? | ? | 328 | 375 | 424 | A.T.—A. & T. College |
| Agriculture..... | 82 | | | | | N.C.—N. C. College |
| Engineering and Trades | 145 | | | | | W.-S.—Winston-Salem |
| Commerce..... | 49 | 61 | | | | Teachers College |
| Pre-Medicine..... | 15 | | | | | E.N.—Elizabeth City |
| Pre-Dentistry..... | 3 | | | | | Normal |
| | | | | | | F.N.—Fayetteville |
| | | | | | | Normal. |

TABLE XVIII. PROFESSIONAL WORK (Private Institutions)

| Professions | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Legend |
|------------------|-------|-------|-------|-------|-------|-------|-------|-------|----------------------------|
| | No. | No. | No. | No. | No. | No. | No. | No. | |
| Teacher Training | ? | ? | ? | ? | ? | ----- | ----- | ----- | 1.—Bennett Coll. for Women |
| Nursing | ----- | ----- | ----- | ----- | 27 | ----- | ----- | ----- | 2.—Johnson C. Smith Univ. |
| Social Service | ----- | ----- | ----- | *12 | 14 | ----- | ----- | ----- | 3.—Livingstone College |
| Pre-Law | ----- | 1 | ----- | 9 | 1 | ----- | ----- | ----- | 4.—Shaw University |
| Pre-Medicine | ----- | 10 | ----- | 23 | 15 | ----- | ----- | ----- | 5.—St. Augustine's College |
| Pre-Dentistry | ----- | 5 | ----- | 2 | 1 | ----- | ----- | ----- | 6.—Barber Scotia College |
| Pre-Ministry | ----- | 30 | ----- | 24 | 1 | ----- | ----- | ----- | 7.—Palmer Memorial Inst. |
| Ministry | ----- | 19 | ----- | 4 | ----- | ----- | ----- | ----- | 8.—Immanuel Lutheran Coll. |
| Pre-Engineering | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | *Pre-Social Service |

TABLE XIX. TEACHER TRAINING—Elementary (State Institutions)

| Institutions | Two Year Normal Graduates | Juniors Third Year | Seniors Fourth Year | Total |
|--------------------------------|---------------------------------|--------------------------|---------------------------|-------|
| A. and T. College | ----- | ----- | ----- | ----- |
| N. C. College | ----- | ----- | ----- | ----- |
| Winston-Salem Teachers College | 50 | 32 | 20 | 102 |
| Elizabeth City Normal | 172 | ----- | ----- | 172 |
| Fayetteville Normal | 202 | ----- | ----- | 202 |

TABLE XX. TEACHER TRAINING—Elementary (Private Institutions)

| Institutions | Two Year Normal Graduates | Juniors Third Year | Seniors Fourth Year | Total |
|-----------------------------|---------------------------------|--------------------------|---------------------------|-------|
| Bennett College for Women | ----- | 22 | 9 | 31 |
| Johnson C. Smith University | ----- | ----- | ----- | ----- |
| Livingstone College | ----- | 29 | 23 | 52 |
| Shaw University | ----- | ----- | 1 | 1 |
| St. Augustine's College | ----- | ----- | ----- | ----- |
| Barber-Scotia College | ----- | ----- | ----- | ----- |
| Palmer Memorial Institute | ----- | ----- | ----- | ----- |
| Immanuel Lutheran College | ----- | ----- | ----- | ----- |

TABLE XXI. TEACHER TRAINING—Secondary (State Institutions)

| Subjects | A. T. | | N. C. | | W.-S. | | Legend |
|------------------------|---------|---------|---------|---------|---------|---------|----------------|
| | Juniors | Seniors | Juniors | Seniors | Juniors | Seniors | |
| English..... | 10 | 8 | 1 | 5 | ----- | ----- | See Table XVII |
| History..... | 10 | 9 | 11 | 12 | ----- | ----- | |
| French..... | 10 | ----- | 4 | 1 | ----- | ----- | |
| Mathematics..... | 5 | 9 | 4 | 1 | ----- | ----- | |
| Science..... | 16 | 13 | 3 | 3 | ----- | ----- | |
| Home Economics..... | 4 | ----- | ----- | ----- | 9 | 12 | |
| Agriculture..... | 12 | 11 | ----- | ----- | ----- | ----- | |
| Chemistry-Physics..... | ----- | 4 | ----- | ----- | ----- | ----- | |
| Biology..... | ----- | ----- | 4 | 1 | ----- | ----- | ----- |
| Commerce..... | ----- | ----- | 3 | 3 | ----- | ----- | |

TABLE XXII. TEACHER TRAINING—Secondary (Private Institutions)

| Subjects | *1 | | 2 | | 3 | | 4 | | 5 | |
|----------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Juniors | Seniors | Juniors | Seniors | Juniors | Seniors | Juniors | Seniors | Juniors | Seniors |
| English..... | 6 | 7 | 11 | 25 | 5 | 5 | 16 | 10 | 13 | 6 |
| History..... | 5 | 9 | 9 | 23 | 7 | 10 | 9 | 4 | 10 | 10 |
| Pub. Sch. Music..... | 4 | 1 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Home Econ..... | 4 | 11 | ----- | ----- | ----- | ----- | 3 | 1 | ----- | ----- |
| Soc. Science..... | 2 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| French..... | 4 | 1 | 3 | 4 | ----- | ----- | 8 | 6 | 1 | 4 |
| Science..... | ----- | 9 | 15 | 14 | 7 | 6 | 5 | 4 | 7 | 8 |
| Phys. Education..... | ----- | 3 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Dramatics..... | ----- | 1 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Mathematics..... | ----- | 3 | 10 | 10 | 2 | ----- | 3 | 1 | 8 | 3 |
| Biology..... | ----- | ----- | ----- | ----- | ----- | ----- | 1 | ----- | ----- | ----- |
| Foreign Lang..... | 1 | 1 | ----- | ----- | ----- | ----- | ----- | ----- | ----- | ----- |
| Religion..... | ----- | ----- | ----- | ----- | 3 | 1 | ----- | ----- | ----- | ----- |
| Sociology..... | ----- | ----- | ----- | ----- | 4 | ----- | ----- | ----- | ----- | ----- |

*See Legend on Table XVIII.

TABLE XXIII. NUMBER OF STUDENTS WHO WITHIN THE PAST FIVE YEARS HAVE PURSUED PROFESSIONAL WORK AT OTHER INSTITUTIONS (State Institutions)

| Professions | A. T. | N. S. | W.-S. | E. N. | F. N. | Legend |
|----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|----------------|
| | Number Students | Number Students | Number Students | Number Students | Number Students | |
| Law..... | 5 | 4 | ----- | ----- | ----- | See Table XVII |
| Medicine..... | 12 | 6 | ----- | ----- | ----- | |
| Dentistry..... | 7 | 9 | ----- | ----- | ----- | |
| Commerce..... | ----- | 3 | ----- | ----- | ----- | |
| Ministry..... | ----- | 7 | ----- | ----- | ----- | |
| Pharmacy..... | ----- | 4 | ----- | ----- | ----- | |
| Library Science..... | ----- | ----- | 1 | ----- | ----- | |

TABLE XXIV. NUMBER OF STUDENTS WHO WITHIN THE PAST FIVE YEARS HAVE PURSUED PROFESSIONAL WORK AT OTHER INSTITUTIONS (Private Schools)

| Professions | 1 Number Students | 2 Number Students | 3 Number Students | 4 Number Students | 5 Number Students | 6 Number Students | 7 Number Students | *3 Number Students |
|----------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|
| Medicine..... | ----- | 36 | 1 | 3 | 3 | ----- | ----- | ----- |
| Ministry..... | ----- | 34 | 7 | 1 | 3 | ----- | ----- | ----- |
| Law..... | ----- | 2 | 2 | ----- | ----- | ----- | ----- | ----- |
| Dentistry..... | ----- | 10 | ----- | ----- | ----- | ----- | ----- | ----- |
| Commerce..... | ----- | ----- | 1 | ----- | ----- | ----- | ----- | ----- |

*See Table XVIII for Legend.

TABLE XXV. NUMBER OF DEGREE GRADUATES WHO WITHIN THE PAST FIVE YEARS HAVE PURSUED GRADUATE WORK, LOOKING TOWARD SECURING GRADUATE DEGREES, SUCH AS THE A.M. AND PH.D. (State Institutions)

| Institutions | Graduate Work but no Degree Yet | Master's Degree Only | Work Beyond Master's but not Ph.D. Degree | Ph.D. Degree |
|-------------------------------------|---------------------------------|----------------------|---|--------------|
| A. and T. College..... | 19 | 6 | 3 | ----- |
| N. C. College..... | 8 | 1 | ----- | ----- |
| Winston-Salem Teachers College..... | 7 | 4 | ----- | ----- |
| Elizabeth City Normal..... | ----- | ----- | ----- | ----- |
| Fayetteville Normal..... | ----- | ----- | ----- | ----- |

TABLE XXVI. NUMBER OF DEGREE GRADUATES WHO WITHIN THE PAST FIVE YEARS HAVE PURSUED GRADUATE WORK, LOOKING TOWARD SECURING GRADUATE DEGREES, SUCH AS THE A.M. AND PH.D. (Private Institutions)

| Institutions | Graduate Work but no Degree Yet | Master's Degree Only | Work Beyond Master's but not Ph.D. Degree | Ph.D. Degree |
|----------------------------------|---------------------------------|----------------------|---|--------------|
| Bennett College for Women..... | 9 | | | |
| Johnson C. Smith University..... | 43 | 17 | 6 | |
| Livingstone College..... | 8 | 12 | 3 | 1 |
| Shaw University..... | 31 | 26 | | |
| St. Augustine's College..... | 12 | 1 | | |
| Barber-Scotia College..... | | | | |
| Palmer Memorial Institute..... | | | | |
| Immanuel Lutheran College..... | | | | |

TABLE XXVII. RANKED ACCORDING TO IMPORTANCE THE PROFESSIONAL PURPOSES FOR WHICH GRADUATE WORK HAS BEEN PURSUED (State Institutions)

| Professions | A. T. | N. C. | W.-S. | Composite | Legend |
|----------------|-------|-------|-------|-----------|----------------|
| | Rank | Rank | Rank | Rank | |
| Teaching..... | 1 | 1 | 1 | 1 | See Table XVII |
| Medicine..... | | 2 | | 2 | |
| Dentistry..... | | 3 | | 3 | |
| Law..... | | 4 | | 4 | |
| Pharmacy..... | | 5 | | 5 | |

TABLE XXVIII. RANKED ACCORDING TO IMPORTANCE THE PROFESSIONAL PURPOSES FOR WHICH GRADUATE WORK HAS BEEN PURSUED (Private Institutions)

| Professions | 1 | 2 | 3 | 4 | 5 | Composite | Legend |
|----------------------|------|------|------|------|------|-----------|-----------------|
| | Rank | Rank | Rank | Rank | Rank | Rank | |
| Teaching..... | 1 | 1 | 1 | 1 | 1 | 1 | See Table XVIII |
| Library Science..... | 2 | | | | | 3.5 | |
| Social Service..... | | | | | 2 | 3.5 | |
| Ministry..... | | 2 | 2 | | 3 | 2 | |
| Medicine..... | | | 4 | | 4 | 3.5 | |
| Commerce and | | | | | | | |
| Law..... | | | 3 | | | 4 | |

Section C—Some Findings, Observations and Recommendations**I. SOME FINDINGS AND OBSERVATIONS****(Dealing with Section A—Southern States)**

1. Table I shows that North Carolina stands first among Southern States reported in the number of State institutions for Negroes, and in the number of college students enrolled in State institutions. In the actual gross State appropriation for these institutions it stands 6th, and in per capita cost or expenditure per student it is at the very bottom of the list.
2. In the professional offerings, as revealed in Table II, North Carolina is about on a par with the other states. It will be noted, though, that in general the opportunities are quite limited with only the fields of teacher-training, agriculture, and commerce as being more or less generally provided.
3. Table III shows that among the Southern States reported, North Carolina ranks 4th in the actual number of Negroes within its borders, and ranks 7th in the per cent of its total population which is made up of Negroes. But here again it is seen the State ranks first in the actual number of college students enrolled in the State institutions, and that for the gross support of these institutions it ranks 6th, and in the appropriation per student it stands last.
4. Table IV shows that in only two states, Missouri and West Virginia, is there a disposition to provide at state expense professional training for Negroes in fields in which no provision is now made.
5. Table V reveals that Missouri, West Virginia and Maryland make appropriations toward meeting the expense for Negro students who wish to pursue a type of education that is open to whites at state expense, but which is not now open in a similar way to Negroes. In this connection it may be interesting to note from Table III that in the actual number of Negroes in their total population these states rank 14th, 16th and 12th, respectively, and in the per cent of their total population which is made up of Negroes they rank 16th, 15th, and 11th, respectively.

(Dealing with Section B—North Carolina Colleges)

1. The number of college students attending State institutions is substantially greater than the number attending private institutions, with 1,859 in the former and 1,429 in the latter.
2. The per cent of in-state students is much larger at the State institutions. It will be observed that at three private institutions almost half of the students come from outside of North Carolina.
3. Table XI shows that only at A. & T. College are there classrooms not now in use, and at Winston-Salem, Elizabeth City, and Fayetteville there are few periods daily in which all classrooms are not occupied.

It is likely this number would be reduced even more if there were not some classes that were entirely too large.

4. In a senior college the teaching load per instructor should not exceed 16 hours per week. From Table XIII it will be noted this standard is violated at all of the institutions.
5. In the matter of teaching load it may be seen from Tables XIII and XIV that the situation is much more favorable at the private institutions than at the State institutions.
6. At the State institutions, as revealed in Table XVII, opportunity for professional training is now afforded for teacher-training, agriculture, engineering and trades, commerce, pre-medicine and pre-dentistry. In addition to this, opportunity is afforded at one or more private institutions for nursing, social service, pre-law, ministry, et cetera.
7. Table XIX shows that at three State institutions elementary teachers are trained, while Table XX shows elementary teachers are trained at three private institutions.
8. Table XXI shows high school teachers are trained at three State institutions with one of them preparing teachers of home economics only. At both A. & T. College and Winston-Salem Teachers College, teachers of home economics are trained. At both A. & T. College and North Carolina College, high school teachers of English, History, French, Mathematics and Science are trained. Table XXI shows also the number of teachers which are being trained for the various high school subjects.
9. Table XXII shows the situation with reference to training high school teachers in the private schools. In connection with both Tables XXI and XXII, the question may be asked whether an over-supply of teachers is being trained for certain subjects and an under-supply for other subjects.
10. It will be observed from Table XXIII that students from the State institutions have attended other institutions for the study of law, medicine, dentistry, commerce, ministry, pharmacy, and library science. Table XXIV shows that students from private institutions have also attended other institutions for the study of most of the professions mentioned in Table XXIII.
11. Tables XXV and XXVI show that 217 graduates of State and private institutions within the past five years have pursued graduate work, looking toward securing an A.M. or Ph.D. Degree. Of that number, 67 have secured the master's degree but have no additional training; 12 have the master's degree but do not yet have the Ph.D., and one has actually secured the Ph. D. Degree.
12. It is rather obvious from the facts revealed in Tables XXV and XXVI the State should be immediately concerned with providing graduate work leading to the master's degree at least.
13. Tables XXVII and XXVIII show that only in the field of teacher-training would graduate work on any large scale be justified.

II. RECOMMENDATIONS

- A. That there be a *substantial increase* in the *appropriation* for the support of the State *institutions*. Justification for this would be found in
1. *What North Carolina is now doing in comparison* with what *other Southern States* are *doing*. At present North Carolina has almost twice as many students enrolled in State institutions as its closest competitor, and yet for that State the appropriation for 1934-1935 is more than twice the appropriation in North Carolina. While the State stands fourth among the Southern States in the actual number of Negroes in its population, it stands sixth in the amount of money appropriated for the support of its Negro colleges, and stands last in the per capita expenditure for those in attendance. Three Southern States, with only one state institution each, appropriated more money for the support of that one institution in 1934-1935 than North Carolina appropriated for the support of its five Negro colleges.
 2. The *actual needs* of the *colleges* themselves. By way of illustration four examples are given.
 - a. *Training of Faculty*. In the standards for senior colleges, faculty members of professorial rank must have at least two years of graduate training, and it is desirable that this training be the equivalent of a doctor's degree. By referring to Table XIII it will be noted that at A. & T. College only does the training of the faculty closely approximate the standard. Increased appropriation is needed that the faculty (1) may be able to earn money to be able financially to pursue graduate study and (2) that the institution may be able to retain on its faculty properly trained teachers. Up to the present time a very large number of those Negroes who have pursued graduate work and are now on the faculty of the institutions have been able to do this only through philanthropic gifts, such as those made available through the General Education Board, New York.
 - b. *Teaching Load*. In a senior college the teaching schedule of a full-time instructor should not exceed 16 hours per week and for a two-year normal school it should not exceed 18 hours per week. From Table XIII it will be observed that the average teaching load is considerably above the standard. The situation would be even worse if the institutions did not have many classes that were entirely too large. In this particular, not more than 30 students should be enrolled in a class, while at some of the schools, through personal knowledge of some members of the Committee, there are classes with 50 or more students. More money is needed so that the number of teachers may be increased, and thereby make possible a reduction in the size of certain classes. It will be noted in Table XIV that the situation with reference to the teaching load is much more favorable in the private schools than in the State schools.
 - c. *Library Facilities*. For a senior college the standards say there should be not fewer than 12,000 volumes in the library, and for a

two-year normal school there should be not fewer than 4,000 volumes. It will be observed from Table V that Winston-Salem Teachers College, which is a senior college, has only 6,000 volumes in its library, half the number required, and that Elizabeth City, a two-year normal school, has 3,411 volumes when 4,000 volumes are required. Definite appropriations should be made to these schools for the building up of their libraries to the standards required.

- d. *Need for Enlarged Program at Elizabeth City and Fayetteville.* Undoubtedly within a very short time elementary teachers shall be required to have training represented by more than two-year normal school graduation. Of course there may be other alternatives, but it is believed the solution will lie in an enlargement of the curriculum offerings at Elizabeth City and Fayetteville. The first step would be to go from two- to three-year schools and later to four-year institutions. In anticipation of that day, which is close at hand, those institutions should begin (1) to strengthen their faculties, (2) build up their libraries and (3) add to their laboratory facilities. At present only biology may be taught at these institutions. (See Table VIII.) With an enlarged program, undoubtedly chemistry would need to be added. A larger appropriation is needed to get these institutions ready for that day of larger service in the training of elementary teachers.

B. That North Carolina make larger provision toward meeting the Professional needs of its Negroes.

1. *What the Situation is now.* In a consideration of this question, Table II, Section A, will show that North Carolina is doing about as much as any other Southern State reported. It will be observed, though, very little is being done anywhere. Teacher-training, agriculture and commerce are the only professional or technical opportunities that are generally afforded. Tables XVII and XVIII, Section B, show what opportunities are afforded by the State and private institutions in North Carolina.

The position is taken that complete justice would require that the State make the same provision for the education of its Negro citizens that it makes for the education of any other group. An analysis of the offerings of the State institutions for Negroes and the State institutions for whites will show that the whites have the following opportunities for training that are not now open to Negroes:

1. Graduate work.
2. The professions of
 - a. Law
 - b. Pharmacy
 - c. Medicine (two years only).

Tables XXIII-XXVI show that Negroes are interested in these fields by the fact that numbers of them have pursued the work at institutions that offered it and which were open to them. If this were not true, there would still devolve upon the State the responsibility of affording the opportunities which are now open to whites.

2. *How the Situation may be met.* The problem of providing these opportunities may be met in one of two ways: (1) Make the work available at institutions in this State or (2) through a subsidy enable students to attend institutions that offer the work which would be open to them. Your Committee believes the former is the ideal, but that the latter may be the practical temporary solution. Each of these is discussed briefly.

a. *Graduate Work.* It is not believed that any State institution for Negroes in North Carolina is now able to offer acceptable graduate work. Before this is possible the faculty must be strengthened, the libraries and laboratories improved, etc. These things, it seems to the Committee, can come only through a more liberal financial support. May it be said parenthetically at this point that the need for graduate work being offered at an institution in this State is another reason why the present institutions should be made better, to the end that right soon graduate work would be possible.

b. *Professional Work.* Your Committee has not had time to study the question, but it is entirely possible that with little expenditure for equipment and a very small increase in faculty some professional work could be offered that is not now provided. This might include the beginnings in law, pharmacy, and medicine. Perhaps it would be well for some committee to make a very careful study of the possibilities here.

c. *Subsidy.* At the present stage in the thinking of your Committee, and with the data now available, it is believed the immediate solution to the problem lies in the State making an appropriation to be used toward meeting the tuition charges for those whose scholastic attainments enable them to pursue the work which is provided for whites, but which the State does not make available to Negroes. West Virginia, Missouri, and Maryland have set precedents for this procedure. Their experiences should prove helpful to North Carolina in formulating workable plans. In an effort to build up the faculty in the State institutions and in all higher institutions, as for that matter, some help should be afforded those who are now teaching in the colleges and who have not had two or more years of graduate work. With this stimulation, within a very short time the training of the faculty would meet not only the present requirements for standard institutions, but would be built up to the point where it would be possible to offer graduate work at some school.

C. That through a *proper committee*, or *proper committees*, *special study* be made of *these questions*:

1. IS THERE NOW DUPLICATION OF WORK IN OUR STATE INSTITUTIONS THAT MAY BE ELIMINATED THAT WOULD RESULT NOT ONLY IN A SAVING OF MONEY BUT IN THE IMPROVEMENT OF EDUCATION ITSELF?

As an illustration of this question it is found that at both A. & T. College and Winston-Salem Teachers College, teachers of Home Economics are being trained. Might this work be restricted to one school,

and if so, to which school? It is found also that both A. & T. College and North Carolina College for Negroes are training high school teachers of English, French, History, Mathematics, and Science. Is this necessary or desirable?

2. WHEN GRADUATE WORK IS OFFERED AT A STATE INSTITUTION, WHAT SHOULD IT BE AND AT WHAT INSTITUTION OR INSTITUTIONS?

Unless there is some intelligent direction and supervision along this line, history shows that many mistakes are made. The personal ambitions of all institutions make each one want to do everything. It is obvious the State does not need a wild scramble for this work, but that, on the other hand, the personal ambition of any particular institution should be subordinated to the interests and welfare of the State as a whole.

3. IS IT POSSIBLE, AT VERY LITTLE ADDITIONAL EXPENSE, FOR THE STATE TO PROVIDE AT ONE OR MORE INSTITUTIONS PROFESSIONAL WORK WHICH IS NOT NOW AVAILABLE?

Tables XVII and XVIII, Section B, show that certain pre-professional courses are offered. Could there be a little expansion in these so that at least the first year of these professions could be provided? It is possible that in some instances this could be done with very little increase in faculty or expansion of equipment. Moreover, would it be clearly outside of the realm of reason to wonder if the faculties in law, medicine, and pharmacy at the University of North Carolina or the faculties in law and medicine at Duke University might not assist in carrying on a program in these fields at North Carolina College, Durham? This school is mentioned because of its close proximity to the two universities; but the present highway development and the easy transportation facilities would make it possible to include A. & T. College if it should be better adapted to certain types of professional endeavors. It is also well within the range of possibility that one or more private institutions within the State might be aided by the State in providing professional training. A consideration of this angle of the question would fall within the province of the work of the special committee.

CHAPTER VIII

SALARIES OF TEACHERS

TOPICS ASSIGNED FOR STUDY

1. The salaries of Negro teachers in North Carolina—Dr. C. H. Hamilton.
 - a. State salary schedule.
 - b. Number of teachers at each salary level.
 - c. Median and annual average salary of Negro teachers.
 - d. Statistical analysis of salaries.
2. Cost of training to Negro teachers to get each class of certificate—Dr. John H. Cook.
 - a. In teachers colleges.
 - b. In State institutions.
 - c. In private and denominational institutions.
 - d. In representative institutions outside the State.
3. Cost of living of Negro teachers per year in representative communities in North Carolina—Dean L. S. Cozart.
 - a. Large cities.
 - b. Small cities.
 - c. Villages.
 - d. Rural communities.
 - e. Teacherages.
4. Historical sketch of salaries of Negro teachers in North Carolina—Mr. Nelson H. Harris.

I. SALARIES PAID TEACHERS

TABLE I. SALARIES PAID PUBLIC SCHOOL NEGRO TEACHERS IN NORTH CAROLINA

| Salary Class | County | City | Total |
|---|------------|-----------|------------|
| \$70.00—A8..... | 123 | 202 | 325 |
| 68.00—A7..... | 6 | 11 | 17 |
| 66.00—A6..... | 19 | 28 | 47 |
| 64.00—A5..... | 28 | 88 | 116 |
| 62.00—A4..... | 37 | 38 | 75 |
| 60.00—A3..... | 33 | 44 | 77 |
| 58.00—A2B6..... | 448 | 325 | 773 |
| 56.00—A1B5..... | 144 | 83 | 227 |
| 54.00—A0B4..... | 172 | 75 | 247 |
| 52.00—B3..... | 126 | 32 | 158 |
| 50.00—B2C4..... | 644 | 236 | 880 |
| 48.00—B1C3..... | 165 | 35 | 200 |
| 46.00—B0C2..... | 202 | 34 | 236 |
| 44.00—C1EA2..... | 1,020 | 86 | 1,106 |
| 42.00—C0EA1..... | 159 | 13 | 172 |
| 40.00—EA0..... | 139 | 10 | 149 |
| 35.00—EB0..... | 779 | 42 | 821 |
| | 4,244 | 1,382 | 5,626 |
| Total dollars..... | \$ 200,021 | \$ 77,820 | \$ 277,841 |
| Monthly Average Salary..... | \$ 47.13 | \$ 65.31 | \$ 49.39 |
| Annual Average Salary..... | 377.04 | 405.48 | 395.12 |
| Weekly Average Salary on Basis of Year..... | 7.12 | 7.80 | 7.60 |

TABLE II. DISTRIBUTION OF NEGRO TEACHERS BY CERTIFIED CLASSES—NORTH CAROLINA, 1933-1934

| | County Total | Town Total | Grand Total |
|-------------|--------------|------------|-------------|
| A8----- | 123 | 202 | 325 |
| A7----- | 6 | 11 | 17 |
| A6----- | 19 | 28 | 47 |
| A5----- | 28 | 88 | 116 |
| A4----- | 37 | 38 | 75 |
| A3----- | 33 | 44 | 77 |
| A2----- | 69 | 39 | 108 |
| A1----- | 71 | 41 | 112 |
| A0----- | 64 | 34 | 98 |
| B6----- | 379 | 286 | 665 |
| B5----- | 73 | 42 | 115 |
| B4----- | 108 | 41 | 149 |
| B3----- | 126 | 32 | 158 |
| B2----- | 176 | 37 | 213 |
| B1----- | 144 | 27 | 171 |
| B0----- | 176 | 30 | 206 |
| C4----- | 468 | 199 | 667 |
| C3----- | 21 | 8 | 29 |
| C2----- | 26 | 4 | 30 |
| C1----- | 37 | 2 | 39 |
| C0----- | 47 | 8 | 55 |
| EA2----- | 983 | 84 | 1,067 |
| EA1----- | 112 | 5 | 117 |
| EA0----- | 139 | 10 | 149 |
| EB0----- | 779 | 42 | 821 |
| Totals----- | 4,244 | 1,382 | 5,626 |

Explanations of Terms Used in Tables I and II

The bottom line of Table I means that there are 779 Negro teachers who hold Elementary "B" certificates, or lower non-standard certificates, and who receive \$35 per month.

The second line from the bottom means that there are 139 teachers who hold Elementary "A" certificates who have had no experience and who receive \$40 per month.

The third line from the bottom means that there are 159 teachers made up of two classes:

- (1) Those who hold "C" certificates and have no experience.
- (2) Those who hold Elementary "A" certificates and have one year of experience.

These two classes receive \$42 per month.

The sixth line from the bottom means that there are 165 teachers made up of two classes:

- (1) Those who hold "B" certificates and have one year of experience.
- (2) Those who hold "C" certificates and have three years of experience.

These two classes receive \$48 per month.

The top line means that there are 123 teachers who hold "A" certificates and have eight years or more experience. These teachers receive the maximum salary of \$70 per month.

Other lines are similarly interpreted.

Different certificates are issued on the basis of different levels of training as follows:

Elementary "B" certificates—High school graduation and two summer sessions of six weeks each.

Elementary "A" certificates—One year of college work.

Primary, Grammar Grade, or High School "C" certificates—Two years of college work.

Primary, Grammar Grade, or High School "B" certificates—Three years of college work; or Primary and Grammar Grade "B" may be issued on two-year normal school graduation.

Primary, Grammar Grade, or High School "A" certificates—Four years of college work.

Elementary "B" and "A" certificates are no longer issued; neither are the High School "C" and "B" on two and three years college training, respectively, any longer issued.

The maximum salary received by a Negro teacher on the State salary schedule is \$70 per month or \$560 per year. In order to receive this maximum a teacher must have had four years of college work and eight or more years of experience. The lowest salary received by any teacher is \$35 per month for a term of six months or \$210 per year.

*TABLE III. DISTRIBUTION OF NORTH CAROLINA WHITE PUBLIC SCHOOL TEACHERS BY SALARY CLASSES, SHOWING AVERAGE MONTHLY, WEEKLY, AND ANNUAL SALARIES, 1933-1934

| Salary | Certificate | Number of Teachers | | |
|--------------------------|-----------------|--------------------|------------|------------|
| | | Total | City | Counties |
| \$90.00..... | A8..... | 3,382 | 1,677 | 1,705 |
| 87.50..... | A7..... | 502 | 170 | 332 |
| 85.00..... | A6..... | 569 | 212 | 357 |
| 82.50..... | A5..... | 682 | 207 | 475 |
| 80.00..... | A4..... | 675 | 210 | 465 |
| 77.50..... | A3..... | 517 | 115 | 402 |
| 75.00..... | A2 and B6..... | 2,564 | 612 | 1,952 |
| 72.50..... | A1 and B5..... | 906 | 135 | 771 |
| 70.00..... | A0 and B4..... | 957 | 126 | 831 |
| 67.50..... | B3..... | 304 | 36 | 268 |
| 65.00..... | B2 and C4..... | 1,766 | 202 | 1,564 |
| 62.50..... | B1 and C3..... | 433 | 38 | 395 |
| 60.00..... | B0 and C2..... | 603 | 39 | 564 |
| 57.50..... | C1..... | 91 | 3 | 88 |
| 55.00..... | C0 and EA2..... | 971 | 44 | 927 |
| 52.50..... | EA1..... | 78 | 2 | 76 |
| 50.00..... | EA0..... | 102 | ----- | 102 |
| 45.00..... | EB0..... | 147 | 1 | 146 |
| Total Teachers..... | ----- | 15,249 | 3,829 | 11,420 |
| Total Salaries..... | ----- | \$ 1,144,977 | \$ 314,140 | \$ 830,837 |
| Mean Monthly Salary..... | ----- | \$ 75.09 | \$ 82.04 | \$ 72.75 |
| Mean Annual Salary..... | ----- | 600.72 | 656.32 | 582.00 |
| Mean Weekly Salary..... | ----- | 11.55 | 12.62 | 11.19 |

*Subsequent and final tabulations in the State Department of Public Instruction do not agree in every respect with all the items in Tables III, IV and V. The "total salaries" item in Table IV is substantially lower than a similar item in the State Department of Public Instruction.

TABLE IV. DISTRIBUTION OF NORTH CAROLINA NEGRO PUBLIC SCHOOL TEACHERS BY SALARY CLASSES, SHOWING AVERAGE MONTHLY, WEEKLY, AND ANNUAL SALARIES, 1933-1934

| Salary | Certificate | Number of Teachers | | |
|---------------------------|------------------|--------------------|-----------|------------|
| | | Total | City | Counties |
| \$70.00 | A8 | 378 | 255 | 123 |
| 68.00 | A7 | 25 | 17 | 8 |
| 66.00 | A6 | 49 | 32 | 17 |
| 64.00 | A5 | 62 | 34 | 28 |
| 62.00 | A4 | 88 | 51 | 37 |
| 60.00 | A3 | 75 | 45 | 30 |
| 58.00 | A2 and B6 | 830 | 374 | 456 |
| 56.00 | A1 and B5 | 235 | 98 | 137 |
| 54.00 | A0 and B4 | 268 | 94 | 174 |
| 52.00 | B3 | 169 | 40 | 129 |
| 50.00 | C4 and B2 | 916 | 271 | 645 |
| 48.00 | C3 and B1 | 205 | 38 | 167 |
| 46.00 | C2 and B0 | 254 | 49 | 205 |
| 44.00 | C1 and EA2 | 986 | 90 | 896 |
| 42.00 | C0 and EA1 | 170 | 12 | 158 |
| 40.00 | EA0 | 161 | 13 | 148 |
| 35.00 | EB0 | 831 | 43 | 788 |
| Total Teachers | | 5,702 | 1,556 | 4,146 |
| Total Salaries | | \$ 283,251 | \$ 87,609 | \$ 195,642 |
| Mean Monthly Salary | | \$ 49.68 | \$ 56.30 | \$ 47.19 |
| Mean Annual Salary | | 397.44 | 450.40 | 377.52 |
| Mean Weekly Salary | | 7.64 | 8.66 | 7.26 |

TABLE V. DISTRIBUTION OF NORTH CAROLINA TEACHERS BY TYPE OF CERTIFICATE, SHOWING ALSO CORRESPONDING WHITE AND COLORED SALARY SCALES AND PERCENTAGE DIFFERENTIALS, 1933-1934

| Type of Certificate | Grand Total | Total White | Total Colored | Counties | | | Cities | | | Salary Scale | | Percentage Differential White = 100% |
|---------------------|-------------|-------------|---------------|----------|--------|---------|--------|-------|---------|--------------|--------------|--------------------------------------|
| | | | | Total | White | Colored | Total | White | Colored | White | Negro | |
| A8----- | 3,760 | 3,382 | 378 | 1,928 | 1,705 | 123 | 1,932 | 1,677 | 255 | \$ 90.00 | \$ 70.00 | 28.57 |
| A7----- | 527 | 502 | 25 | 340 | 332 | 8 | 187 | 170 | 17 | 87.50 | 68.00 | 28.68 |
| A6----- | 618 | 569 | 49 | 374 | 357 | 17 | 244 | 212 | 32 | 85.00 | 66.00 | 28.79 |
| A5----- | 744 | 682 | 62 | 503 | 475 | 28 | 241 | 207 | 34 | 82.50 | 64.00 | 28.91 |
| A4----- | 763 | 675 | 88 | 502 | 465 | 37 | 261 | 210 | 51 | 80.00 | 62.00 | 29.03 |
| A3----- | 592 | 517 | 75 | 432 | 402 | 30 | 160 | 115 | 45 | 77.50 | 60.00 | 29.17 |
| A2----- | 630 | 509 | 121 | 470 | 412 | 68 | 150 | 97 | 53 | 75.00 | 58.00 | 29.31 |
| A1----- | 753 | 629 | 124 | 599 | 527 | 72 | 154 | 102 | 52 | 72.50 | 56.00 | 29.46 |
| A0----- | 761 | 646 | 115 | 617 | 550 | 67 | 144 | 96 | 48 | 70.00 | 54.00 | 29.63 |
| B6----- | 2,764 | 2,055 | 709 | 1,928 | 1,540 | 388 | 836 | 515 | 321 | 75.00 | 58.00 | 29.31 |
| B5----- | 388 | 277 | 111 | 309 | 244 | 65 | 79 | 33 | 46 | 72.50 | 56.00 | 29.46 |
| B4----- | 464 | 311 | 153 | 388 | 281 | 107 | 76 | 30 | 46 | 70.00 | 54.00 | 29.63 |
| B3----- | 473 | 304 | 169 | 397 | 268 | 129 | 76 | 36 | 40 | 67.50 | 52.00 | 29.81 |
| B2----- | 503 | 281 | 222 | 418 | 246 | 172 | 85 | 35 | 50 | 65.00 | 50.00 | 30.00 |
| B1----- | 507 | 333 | 174 | 445 | 302 | 143 | 62 | 31 | 31 | 62.50 | 48.00 | 30.21 |
| B0----- | 713 | 487 | 226 | 631 | 451 | 180 | 82 | 36 | 46 | 60.00 | 46.00 | 30.46 |
| C4----- | 2,179 | 1,485 | 694 | 1,791 | 1,318 | 473 | 388 | 167 | 221 | 65.00 | 50.00 | 30.00 |
| C3----- | 131 | 100 | 31 | 117 | 93 | 24 | 14 | 7 | 7 | 62.50 | 48.00 | 30.21 |
| C2----- | 144 | 116 | 28 | 138 | 113 | 25 | 6 | 3 | 3 | 60.00 | 46.00 | 30.43 |
| C1----- | 129 | 91 | 38 | 124 | 88 | 36 | 5 | 3 | 2 | 57.50 | 44.00 | 30.68 |
| C0----- | 176 | 119 | 57 | 163 | 114 | 49 | 13 | 5 | 8 | 55.00 | 42.00 | 30.95 |
| EA2----- | 1,801 | 852 | 948 | 1,673 | 813 | 860 | 127 | 39 | 88 | 55.00 | 44.00 | 25.00 |
| EA1----- | 191 | 78 | 113 | 185 | 76 | 109 | 6 | 2 | 4 | 52.50 | 42.00 | 25.00 |
| EA0----- | 263 | 102 | 161 | 250 | 102 | 148 | 13 | 0 | 13 | 50.00 | 40.00 | 25.00 |
| EB0----- | 978 | 147 | 831 | 934 | 146 | 788 | 44 | 1 | 43 | 45.00 | 35.00 | 28.57 |
| Total teachers----- | 20,951 | 15,249 | 5,702 | 15,566 | 11,420 | 4,146 | 5,385 | 3,829 | 1,556 | Mean | Differential | 29.09 |

II. COST OF TRAINING OF NEGRO TEACHERS

TABLE I. ANALYSIS OF EXPENSES INCURRED PER YEAR BY NEGRO STUDENTS ATTENDING DIFFERENT TYPES OF COLLEGES IN NORTH CAROLINA

NORMAL SCHOOLS AND TEACHERS COLLEGES

| | (1) | (2) | (3) | Average |
|-------------|----------|---------|----------|----------|
| 1. (a)..... | \$ 15.00 | \$ 9.00 | \$ 15.00 | \$ 13.00 |
| (b)..... | 16.00-10 | 40.00 | 16.00 | 24.00 |
| (c)..... | 45.00 | 25.00 | 6.00 | 25.33 |
| 2. (a)..... | 130.50 | 137.25 | 151.50 | 139.75 |
| (b)..... | 112.00 | | | |
| 3. (a)..... | 207.25 | 150.00 | 270.00 | 209.08 |
| (b)..... | 227.00 | 195.00 | 310.00 | 244.00 |
| (c)..... | 240.00 | 225.00 | 385.00 | 283.33 |

STATE COLLEGES

| | (1) | (2) | Average |
|-------------|----------|----------|----------|
| 1. (a)..... | \$ 27.00 | \$ 60.00 | \$ 47.50 |
| (b)..... | 32.00 | 23.50 | 27.75 |
| (c)..... | 135.00 | | |
| 2. (a)..... | 126.00 | 166.50 | 146.25 |
| (b)..... | 98.00 | 180.00 | 139.00 |
| 3. (a)..... | 199.50 | 196.00 | 197.75 |
| (b)..... | 210.00 | 256.00 | 233.00 |
| (c)..... | 230.00 | 275.00 | 252.50 |

Non-STATE SUPPORTED COLLEGES

| | (1) | (2) | (3) | (4) | (5) | Average |
|-------------|-----------|----------|----------|----------|----------|----------|
| 1. (a)..... | \$ 100.00 | \$ 50.00 | \$ 65.00 | \$ 60.00 | \$ 60.00 | \$ 67.00 |
| (b)..... | 29.00 | 16.00 | 21.00 | 18.00 | 10.40 | 18.90 |
| (c)..... | 18.00 | Lab. | | 8.00 | 20.00 | 15.33 |
| 2. (a)..... | 153.00 | 144.50 | 180.00 | 162.00 | 160.00 | 159.00 |
| (b)..... | 129.00 | 66.90 | | | | Inc. |
| 3. (a)..... | | 210.50 | 275.00 | 250.00 | | 245.17 |
| (b)..... | 300.00 | 210.50 | 295.00 | 260.00 | 250.00 | 263.10 |
| (c)..... | | 250.00 | 300.00 | 270.00 | | 273.33 |

Explanation of Table I

The items indicated in the table correspond by numbers and letters to those indicated below :

1. Cost to all students:
 - (a) Tuition.
 - (b) General fees.
 - (c) Other costs.
2. Average cost of board and room:
 - (a) To dormitory students.
 - (b) To day students.
3. Estimate of the total cost to students attending the different colleges for a year.
 - (a) Low.
 - (b) Average.
 - (c) Liberal.

The numbers at the top under each classification refer to certain institutions in the State which will be identified upon request of any one who has a good reason for the information.

Summary of Cost to Negro Teachers in Training in North Carolina

In this study data was secured from ten colleges and normal schools in North Carolina. An estimate was made by responsible authorities as to the average total cost to each student attending the different institutions.

Three types of institutions were distinguished. The average cost at each of these types was as follows :

| | |
|---|-----------|
| Normal Schools and Teachers Colleges..... | \$ 244.00 |
| State-supported Colleges | 233.00 |
| Non-State supported Colleges..... | 262.10 |

The lowest average cost was \$195.

The highest average cost was \$310.

Each of these were in the normal school and teacher college group.

The average expense for a student to prepare for primary, grammar grade, or high school "C" certificate is \$488; for a "B" and an "A" it would be as follows:

TEACHERS COLLEGES

"B" Certificate, issued on three years college training, \$930; "A" Certificate, \$1,240.

STATE SUPPORTED COLLEGES

"B" Certificate, issued on three years college training, \$699; "A" Certificate, \$932.

NON-STATE SUPPORTED COLLEGES

"B" Certificate, issued on three years college training, \$789.30; "A" Certificate, \$1,052.40.

Institutions Reporting

The officials of the following institutions co-operated in this report:

The Agricultural and Technical College, Greensboro, N. C.
 Bennett College, Greensboro, N. C.
 Elizabeth City State Normal School.
 Fayetteville State Normal School.
 Livingston College, Salisbury, N. C.
 N. C. College for Negroes, Durham, N. C.
 Shaw University, Raleigh, N. C.
 Johnson C. Smith University, Charlotte, N. C.
 St. Augustine College, Raleigh, N. C.
 Winston-Salem Teachers' College.

Adequate and representative data could not be obtained from the institutions of other states from which teachers come to North Carolina. The cost in the colleges of other Southern States would very probably be similar to the cost in North Carolina colleges.

The vast majority of out-of-state North Carolina teachers who come to North Carolina from the northern section of the country are from the following institutions:

Miner Teachers' College, Washington, D. C.
 Howard University, Washington, D. C.
 Cheyney Training School, Cheyney, Pennsylvania.
 Lincoln University, Lincoln University, Pennsylvania.
 Morgan College, Baltimore, Maryland.
 Virginia State Teachers' College, Petersburg, Virginia.
 Virginia Union University, Richmond, Virginia.
 West Virginia State Teachers' College, Institute, West Virginia.
 Wilberforce University, Wilberforce, Ohio.

III. COST OF LIVING OF NEGRO TEACHERS

Summary of Findings On Cost of Living of Negro Teachers in Representative Communities

I. TOWNS AND CITIES

| | |
|--|--------------|
| Number of towns and cities represented..... | 47 |
| Number of schools that replied..... | 60 |
| Number of men represented in the report..... | 284 |
| Number of women represented in the report..... | 1,080 |
| Total number of teachers represented..... | 1,364 |
| Total annual living expenses (1934)..... | \$867,504.00 |
| Average yearly living expenses per teacher..... | 636.00 |
| Average monthly living expenses per teacher..... | 53.00 |

II. RURAL COMMUNITIES

| | |
|---|-----|
| Number of schools replied..... | 53 |
| Number of men represented..... | 180 |
| Number of women represented..... | 409 |
| Total number of teachers represented..... | 589 |

| | |
|--|--------------|
| Total annual living expenses (1934)..... | \$273,120.00 |
| Average yearly living expenses per teacher..... | 480.00 |
| Average monthly living expenses per teacher..... | 40.00 |

III. WHOLE STATE

| | |
|--|----------------|
| Number of schools replied..... | 113 |
| Number of teachers represented..... | 1,953 |
| Total annual living expenses (1934)..... | \$1,140,624.00 |
| Average yearly living expenses per teacher..... | 584.03 |
| Average monthly living expenses per teacher..... | 48.67 |
| Average weekly living expenses per teacher..... | 11.23 |

COMMENT

1. The 1,953 cases represented in the findings presented herewith have been taken from schools of every section of the State, ranging from one-teacher types to those whose teaching staffs number 25 or more.
2. In computing totals and averages of teachers' living expenses, great care was taken to find out just what teachers spend to live as they do live. Any consideration of a normal, desirable standard of living would show considerably higher figures for living costs.
3. Data from the larger cities, particularly, indicate that the expenses of many teachers during the last two years have exceeded their incomes; that teachers have borrowed to the limit on their insurance, sought out odd jobs during the school year as well as during vacation, and denied themselves all normal means of professional growth.

IV. HISTORICAL SKETCH OF SALARIES OF NEGRO TEACHERS IN NORTH CAROLINA

Before presenting statistical information on the salary situation among Negro teachers it may be pertinent to give a brief review of the improvement in training of Negro teachers in North Carolina.

TEACHERS

I. TRAINING

1. School year 1924-1925.
 - a. In 80 counties the average education of Negro teachers was below high school graduation.
 - b. In 15 counties the average was high school graduation, but less than *one* year of college.
 - c. In four counties only was the training equal to *one* year of college or more.
2. Five years later, 1929-1930.
 - a. Only 22 counties had teachers whose training was less than high school graduation.
 - b. Thirty-nine counties had teachers with high school graduation, but less than *one* year of college.
 - c. Thirty-eight counties with teachers having *one* year or more of college.

3. Four years later, 1932-1933.

- a. Only six counties (in the far west) had teachers with less than high school graduation.
- b. Seventeen counties were in second class—high school graduation, but less than one year of college.
- c. Seventy-six counties (more than three-fourths of the State) had teachers with one or more years of college.

4. Stated another way—in *nine* years, 1924-1933 (summary of gains).

- a. Thirty-six counties average one to two years of college.
- b. Thirty-three counties average two to three years of college.
- c. Seven counties average three to four years of college while nine years ago only four counties had teachers with *one* or more years of college.

Nine years ago, 1924-1925, the average training of Negro teachers in North Carolina was barely equal to high school graduation. In 1933-1934 the average was two years of college training.

II. GROWTH IN NUMBER OF TEACHERS

| | |
|-----------------|-------|
| 1924-1925 | 5,310 |
| 1930-1931 | 5,924 |
| 1933-1934 | 6,525 |

NOTE.—A gain in ten years of more than 1,200 or 23 per cent.

III. SALARIES

1. Differential between white and Negro teachers:

- a. 1915-1918.....35 to 50 to 100 per cent
- b. 1921-1932.....25 to 30 per cent
- c. 1933-1934—22 per cent on basis of white salary, 28 per cent on basis of Negro salary, 22 per cent, approximately (between highest and lowest salaries for both races).

IV. EXTENDED SCHOOL TERMS

1. In 1931-1932 thirteen whole counties and parts of other counties had terms of eight months or longer for Negro children. The percentage of Negro children in such schools was 42.16.

2. Last year, 1933-1934, according to information from the State School Commission's office, all the counties except Gates, Granville, Northampton, Pender, Pitt, Tyrrell, and Watauga, had budgeted school terms of eight months for Negro as well as white children. Some schools in all these counties will operate eight months.

It is estimated that 80 per cent to 90 per cent of the Negro children attended eight months schools last year, thrice the percentage of two years ago, and that 2,000 Negro teachers at least taught *eight* months last year instead of *six* or possibly *seven* as previous year. That is, they drew pay two months longer last year than in 1931-1932.

TABLE I. SALARIES AND COST OF INSTRUCTION, 1905-1932

| Year | Salaries Paid | | Term in Days | | Average Annual Salary of Teachers | |
|----------------|-----------------|---------------|--------------|---------|-----------------------------------|-----------|
| | White | Colored | White | Colored | White | Colored |
| 1904-'05..... | \$ 1,038,295.38 | \$ 281,892.60 | 94 | 91 | \$ 148.22 | \$ 105.10 |
| 1905-'06..... | 1,127,713.59 | 287,711.92 | 96 | 92 | 150.93 | 107.28 |
| 1906-'07..... | 1,241,767.65 | 309,605.27 | 99 | 90 | 166.94 | 114.32 |
| 1907-'08..... | 1,374,143.21 | 313,913.94 | 100 | 93 | 176.73 | 113.12 |
| 1908-'09..... | 1,486,998.26 | 321,134.45 | 105 | 92 | 182.93 | 113.52 |
| 1909-'10..... | 1,620,652.96 | 330,500.31 | 105 | 94 | 193.65 | 118.33 |
| 1910-'11..... | 1,715,891.50 | 340,855.19 | 107.2 | 96.2 | 199.93 | 118.73 |
| 1911-'12..... | 1,979,636.04 | 347,603.41 | 112.8 | 97.8 | 219.45 | 119.60 |
| 1912-'13..... | 2,351,649.05 | 384,151.53 | 114.6 | 98.0 | 251.83 | 127.37 |
| 1913-'14..... | 2,707,611.01 | 484,114.83 | 124.2 | 114.8 | 271.36 | 153.57 |
| 1914-'15..... | 2,994,722.01 | 492,532.04 | 125.6 | 113.5 | 285.59 | 149.66 |
| 1915-'16..... | 3,258,352.03 | 536,272.69 | 127.0 | 114.6 | 296.62 | 155.80 |
| 1916-'17..... | 3,473,967.36 | 554,362.86 | 125.8 | 113.6 | 296.62 | 157.53 |
| 1917-'18..... | 3,753,823.08 | 575,295.38 | 125.4 | 112.9 | 322.90 | 163.86 |
| 1918-'19..... | 4,128,193.27 | 667,697.47 | 113.8 | 105.6 | 353.41 | 197.08 |
| 1919-'20..... | 6,694,553.12 | 1,159,126.54 | 135.9 | 127.4 | 516.15 | 298.45 |
| 1920-'21..... | 9,414,164.18 | 1,542,605.88 | 137.6 | 130.2 | 664.61 | 367.6 |
| 1921-'22..... | 10,953,682.24 | 1,896,255.93 | 141.1 | 132.2 | 720.73 | 412.78 |
| 1922-'23..... | 12,076,594.03 | 2,065,365.84 | 143.9 | 132.6 | 770.93 | 424.01 |
| 1923-'24..... | 13,100,729.41 | 2,233,983.29 | 146.3 | 134.6 | 799.70 | 436.32 |
| 1924-'25..... | 14,185,238.78 | 2,438,745.28 | 148.0 | 136.3 | 835.11 | 455.41 |
| 1925-'26..... | 14,973,389.39 | 2,607,818.52 | 149.1 | 138.3 | 853.23 | 467.43 |
| 1926-'27..... | 16,034,483.60 | 2,791,670.55 | 151.0 | 136.8 | 867.44 | 467.75 |
| 1927-'28..... | 16,771,405.20 | 2,980,286.68 | 153.4 | 137.6 | 899.18 | 487.25 |
| 1928-'29..... | 17,359,967.93 | 3,206,803.87 | 158.8 | 139.5 | 927.21 | 510.07 |
| 1929-'30..... | 17,361,925.54 | 3,239,685.85 | 159.6 | 141.0 | 954.11 | 538.75 |
| 1930-'31..... | 17,427,646.69 | 3,356,239.86 | 165.9 | 151.8 | 944.68 | 556.39 |
| 1931-'32..... | 14,705,994.27 | 3,107,959.61 | 164.7 | 152.2 | 830.79 | 495.32 |
| 1932-'33*..... | | | | | | |
| 1933-'34*..... | | | | | | |

*Data not available.

TABLE II. PER CAPITA COST OF INSTRUCTION

| | White | Colored |
|-----------------|---------|---------|
| 1904-'05 | \$ 3.19 | \$ 1.89 |
| 1905-'06 | 3.41 | 1.89 |
| 1906-'07 | 3.73 | 2.05 |
| 1907-'08 | 3.96 | 2.07 |
| 1908-'09 | 4.12 | 2.00 |
| 1909-'10 | 4.50 | 2.06 |
| 1910-'11 | 4.67 | 2.12 |
| 1911-'12 | 5.30 | 2.28 |
| 1912-'13 | 6.03 | 2.28 |
| 1913-'14 | 6.61 | 2.55 |
| 1914-'15 | 7.15 | 2.63 |
| 1915-'16 | 7.25 | 2.68 |
| 1916-'17 | 7.75 | 2.80 |
| 1917-'18 | 8.41 | 3.06 |
| 1918-'19 | 9.99 | 3.75 |
| 1919-'20 | 14.00 | 5.44 |
| 1920-'21 | 19.10 | 7.18 |
| 1921-'22 | 21.29 | 8.01 |
| 1922-'23 | 22.68 | 8.50 |
| 1923-'24 | 24.07 | 8.98 |
| 1924-'25 | 25.36 | 9.74 |
| 1925-'26 | 26.56 | 10.24 |
| 1926-'27 | 28.07 | 11.03 |
| 1927-'28 | 28.58 | 11.37 |
| 1928-'29 | 29.12 | 12.32 |
| 1929-'30 | 28.58 | 12.48 |
| 1930-'31 | 28.83 | 13.01 |
| 1931-'32 | 23.94 | 11.24 |
| 1932-'33* | | |
| 1933-'34* | | |

*Data not available.

AMOUNT APPROPRIATED FOR SALARIES BY THE STATE COMMISSION 1933-1934

| | Colored | | White | |
|---------------------------------|-----------------|--------------|-----------------|------------------|
| 621—Elementary | \$ 2,158,787.71 | \$ | \$ 6,881,545.49 | |
| 622—High School | 276,709.50 | | 2,043,264.48 | |
| 623-1—Elementary Pr..... | 52,558.96 | | 239,187.28 | |
| PRINCIPALS— | | | | |
| 623-2—High School..... | 98,980.00 | | 783,285.52 | |
| 624—Instructional Supplies..... | | 45,691.40 | | |
| Totals..... | \$ 2,587,036.17 | \$ 45,691.40 | \$ 9,947,282.77 | \$ 12,580,010.34 |

1. SOME FINDINGS AND OBSERVATIONS

- a. The maximum salary of Negro public school teachers in North Carolina is \$560. To earn this salary the teacher must hold an "A" certificate and must have had at least eight years of experience. To secure this certificate, graduation from a standard four-year college is one requirement. If this college work were pursued in North Carolina, the actual cost would have been not less than \$932 if in a State supported institution; if in a non-state supported institution, \$1,052.40; if in a teachers' college, \$1,240.
- b. The maximum annual salary which a Negro teacher may earn is \$560. The average annual salary for the Negro teacher is \$397.44. The minimum annual salary which a Negro teacher may earn is \$210.
- c. In a fairly representative study Mr. Cozart found the average annual living cost of North Carolina teachers to be \$584.03, a sum wholly insufficient to provide for the proper and necessary personal and professional development of the teacher without the accumulation of debt. The salary received by the highest paid teacher is \$24.03 less than the actual cost of living, and the average salary for the Negro teacher is \$186.59 less than the cost of living.
- d. Under the NRA the minimum weekly wage scale for unskilled labor is \$12. For the highest paid Negro teacher the weekly wage is \$10.37, while for the average teacher it is \$7.60.
- e. Mr. Harris reports that for the school year 1933-1934 \$12,580,010 were set aside for teachers' salaries. Of this amount 20.5 per cent or \$2,587,036 were to be used for the salaries of Negro teachers.
- f. In 1904-1905 the average annual salary of the white teacher was \$148.22 and that of the Negro teacher \$105.10. The average salary of the white teacher was 41 per cent more than that of the Negro teacher. In 1933-1934, under the State salary schedule, with the Negro schedule as the base, the salary of the white teacher is about 29 per cent greater than that of the Negro teacher with the same certificate and experience rating; with the salary of the white teacher as the base, the difference is 22 per cent.
- g. On the whole, since 1904 racial differentiation gradually increased for about fifteen years. Since then this difference has gradually decreased.

2. RECOMMENDATIONS

We believe in the principle of equal pay for equal training and equal service. In order to put this principle into effect in North Carolina, we recommend the following:

1. That the differentials in teachers' salaries between white and Negro teachers, now in existence in North Carolina, be reduced approximately 50 per cent in 1935.
2. That the remaining differentials after 1935 be eliminated as rapidly as possible within a period of three to five years.

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